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ABSTRACT

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of selected programs at MDCC's South Campus. The first section provides information on South Campus and the special self-studies conducted at the campus. Following evaluations of the campus's computer-based programs and the campus's Center for Excellence, and the community-based outreach programs of the Division of Extended Educational Services, the following programs offering opportunities for individual achievement are evaluated: (1) academic honors program; (2) intercollegiate athletic program; (3) creative and performance arts program; (4) distinguished visiting professor series; (5) overseas travel and study programs; (6) selected academic programs for superior and talented students; (7) professional excellence and faculty achievement; and (8) public school on-campus programs. In addition to information on evaluation methods and findings, each section includes recommendations and projections. (HB)

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VOLUME VI

SOUTH CAMPUS STUDIES

84

Self-Study

JC 850406

VOLUME VI

SOUTH CAMPUS STUDIES

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

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The success of this study is due primarily to those who participated on the various committees and whose names appear above. Without their selfless contributions this volume could not have been completed. They put in many hours of uncompensated work and their dedication is a credit to the profession. A special word of thanks is due to the committee chairs who organized the study and who pursued the effort to a successful conclusion. In addition to those mentioned before the following people also contributed greatly to the South Campus Self-Study. Dr. Alberts, Self-Study Director, and Professor James Preston, Self-Study Editor provided invaluable suggestions, recommendations, and guidance. The necessary secretarial support, without which a study of this kind is impossible, was most capably provided by Ms. Libertad Campo of the Social Science Department.

Finally, Dr. William Stokes and his staff were most helpful and without their cooperation it would not have been possible to complete the campus study. Indeed, the South Campus Self-Study was inspired by Dr. Stokes' concern about the direction Dade-South is taking and it is hoped that this project will provide the guidelines necessary to make appropriate decisions.

INTRODUCTION

This volume of the Miami-Dade Community College 1984 Institutional Self-Study final report presents results of the evaluations of ten selected activities and programs operated by the College's South Campus. The following description of South Campus environment and characteristics provides perspective on the areas evaluated.

South Campus Characteristics

Situated in southwestern Dade County, Florida, in the fastest-growing portion of one of the most rapidly growing areas of the nation, the Miami-Dade South Campus is confronted with both complex challenges and unique opportunities in serving the needs of its students and community. In the Fall of 1965, the campus opened with a credit enrollment of 1,576 students. Today it is the largest community college campus east of the Mississippi River. In the 1984 Fall Term, it had 18,193 credit and over 9,500 noncredit enrollment. These figures aggregated 45% of the College's total credit enrollment and over 60% of that for noncredit students. At the campus' most recent commencement exercises, 2,336 degrees and certificates were awarded. The South Campus alone is larger than 26 of the 27 other community colleges in the Florida system, with a larger enrollment than six of the nine universities in the state.

Size, however, is not the only outstanding campus characteristic. The South Campus is also in the heart of an area that is expanding demographically, commercially, financially, and professionally. In its service area are large agri-businesses, with extensive fruit groves, nurseries, and truck gardens, as well as Homestead Air Force Base, one of the country's largest military bases, which contributes significant numbers to the South Campus student population.

At the same time, the area served by the South Campus also has numerous problems. There is, for example, extensive poverty in depressed neighborhoods not far from the campus. Public transportation does not serve the campus well, and some students must spend up to six hours per day commuting by bus. Because of the heterogeneity of the region, it is also difficult to exert concerted pressure for political support of educational goals. There are few, if any, effective advocates who can speak for the entire area, resulting in an unequal share of public funds being channeled into the local community. This is reflected in budgetary problems encountered at the South Campus. Many worthwhile programs must be postponed for lack of adequate funding, while others, already in operation, must often be curtailed to meet budget constraints.

However, these problems are not atypical of expanding urban communities and are rather regarded at the South Campus as challenging opportunities. Because of its size and the considerable resources it has to draw upon, the South Campus has been able to develop a broad range of programs and activities to serve the needs of its students and community. The campus continuously strives to provide its students with a wide variety of highest quality educational, artistic, technical, and athletic opportunities, challenging to both their mental and physical abilities and interests, and preparing them effectively for future academic or vocational pursuits. In addition, the South Campus serves as a cultural and recreational nexus in offering stimulation, relaxation, and enjoyment for the residents of the entire southwestern Dade County area.

The South Campus Self-Studies

As the focus of its participation in the Miami-Dade 1984 Institutional Self-Study, the South Campus elected to concentrate on three selected program

areas, which exemplify its commitments to the goals noted above. These were its Computer-Based Programs and Center for Excellence; its Community-Based Outreach Programs of the South Campus Division of Extended Educational Services; and a group of eight programs subsumed under Opportunities for Individual Achievement.

Anticipating accelerating needs to provide students with more advanced writing and information-handling skills, the South Campus has greatly expanded its computer-based activities and offerings over the past five years, and in 1982 opened its Center for Excellence. This center is a designated College program concentrating on the use of microcomputers in education, business, and industry. Since computer-based programs have become an integral part of the educational experience at South Campus, it was felt that an in-depth study of their effectiveness would provide valuable guidance for their future growth. These programs were thus selected as the subject of the first study reported in this volume.

Since the population of the South Campus service area is growing so rapidly, and since a major mission of the College is to serve its entire community, it was decided that an evaluative study of the campus' Community-Based Outreach Programs would also be highly beneficial. Because of difficulties for many students in commuting to the campus, and because of changing educational demands in various sections of the campus' service area, the Outreach Programs have had the mission of providing an extensive range of educational opportunities for those who might otherwise be unable to attend college classes. While the Outreach Programs have been assessed periodically, it was felt that the self-study afforded a valuable opportunity to ensure their continued effectiveness and to identify areas in need of further improvement. The South Campus Outreach Programs are thus the subject of the volume's second evaluative report.

Finally, responding to felt needs to more broadly encourage and reward academic excellence, as well as to continue its established tradition of providing challenging opportunities and comprehensive offerings in all fields of endeavor, the South Campus has developed a broad range of other special programs and activities enabling students to realize their full potentialities. Some of these programs are long-standing; others have been designed recently as the campus has sought to provide for superior students and those with special talents and abilities. The focus to this third portion of South Campus self-studies was thus to evaluate the effectiveness of a selection of eight representative programs of this type--all comprising Opportunities for Individual Achievement--and to examine possibilities for their expansion and improvement.

The eight programs included in this third area of campus studies are the following, listed below in the order in which the reports on each appear later in this volume:

1. The South Campus Academic Honors Program
2. The South Campus Intercollegiate Athletic Program
3. The Creative and Performing Arts at South Campus: Art, Drama, Music, and the Performing and Visual Arts Center (PAVAC)
4. The Distinguished Visiting Professor Series at South Campus
5. Overseas Travel and Study Programs
6. Selected Academic Programs for Superior and Talented Students
7. Professional Excellence and Faculty Achievement at South Campus
8. Public Schools On-Campus Programs

How the Studies Were Conducted

To conduct the ten campus studies, three committees and eight subcommittees were formed, each with a chairperson appointed with concurrence of the Campus Vice President and the President of the Faculty Senate. Approximately 65 volunteer members, primarily faculty, representing practically all campus areas, were involved in conducting the studies during the course of 1984, with additional participation by a large number of resource persons, advisors, support personnel, representatives of the South Campus Management Team, the Office of Institutional Research, and the Self-Study Coordination Committee, which also reviewed all report drafts. All reports were reviewed in final form by the Campus Vice President and other designated members of the South Campus administration.

Because some of the investigated programs had been in operation for some time, it was possible to do longitudinal comparisons and to accumulate anecdotal testimonials. Extensive interview efforts and questionnaire surveys--targeted at faculty, staff, administrators, students, and community representatives--were devised to determine the effectiveness of most programs, and were administered to both program participants and non-participants, on and off campus.

To avoid duplication of effort, the Opportunities for Individual Achievement Committee conducted a joint survey of students and community representatives, to which its individual subcommittees contributed questions in their areas of special interest. The Computer-Based Programs Committee, the Outreach Programs Committee, and some of the Opportunities for Individual Achievement subcommittees also developed their own questionnaires. Special efforts were made to assess faculty understanding and awareness of programs evaluated.

In all, fifteen separate surveys were administered, to target populations

totalling 3,911 individuals, with 1,763 usable responses (approximately 45%) received and analyzed. Extensive use was also made of program, campus, and College records, prior studies, and results of pertinent investigations conducted by other 1984 self-study groups.

In general, it can be said that the collective findings of the ten campus studies indicate that the South Campus is effectively fulfilling its aims in all of the areas examined. There was, for example, strong approval, both on and off campus, of the directions being taken by the Center for Excellence. The widespread use of microcomputers being developed on campus received overwhelming support from both students and faculty. However, a major finding of this study was very limited community awareness of the opportunities for computer training at the South Campus. This has been reflected in a recommendation by the study's investigating committee that the South Campus must do a better job in publicizing its computer capabilities and training services throughout the community. Additionally, it was found that computer laboratory assistants and peer tutors in the program require additional training, to ensure high quality of computer instruction.

The Community-Based Outreach Programs also received general approval from both students and faculty. This was particularly evident in favorable responses to the quality of services and the level of instruction at the Outreach Centers. However, other results indicated that these programs should strive to make library resources more readily available to students, and should up-grade admission and registration procedures. In fact, the main recommendations of this study relate to improving services at the centers.

Among the eight Opportunities for Individual Achievement studies, findings varied greatly, due to their wide range of content. However, one conclusion evident from all was a universal lack of awareness--by students, faculty, and

community members--of the variety and availability of such programs and opportunities at the South Campus. In some instances, as many as three quarters of respondents were unaware of the existence of target programs. On the other hand, those participating in the programs were highly supportive and felt that they were receiving positive and valuable educational experiences. These findings lend support to the directions that the South Campus is taking in the development of such programs, while highlighting the challenge facing the faculty, staff, and administration in more effectively promoting and marketing these programs.

EVALUATION OF

COMPUTER-BASED PROGRAMS

AND

THE SOUTH CAMPUS CENTER FOR EXCELLENCE

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This study reports results of a comprehensive evaluation, conducted in 1984, of computer education and services operated by the South Campus of Miami-Dade Community College. Augmenting its computer-based programs and services for students, faculty, staff, and academic departments, the Business Data Processing (BDP) Department of the campus was designated in 1982 as a Center for Excellence in the computer field, to promote expanded educational partnerships between the campus and local community employers in response to their growing needs in computer training and applications. The study focused on assessing the effectiveness of the full range of South Campus computer-related academic efforts, seeking to identify areas of needed improvement and further development in anticipation of increasingly diverse demands.

The eight participants in the study's investigating group included campus faculty and staff with responsibilities and special interests in computer education and applications, supported by resource persons and advisors from related areas of the campus and College administration. In addition to systematic review of pertinent planning documents and previous study reports, the study's research methods emphasized interviews with faculty who have been leaders in the development of campus computer capabilities and programs, and three major questionnaire surveys. The latter, combining checklist and open-ended items, were addressed to 1,345 persons in selected student, College personnel, and community groups. The 639 responses to these surveys provided the study's main data base.

The majority of the study's findings affirmed the sound conceptualization and effective implementation of computer programs and services inaugurated by the South Campus in recent years--as these address the needs of students,

faculty, and staff and, on a more limited scale, the needs of community users of campus computer training services and facilities. However, for continuing maintenance of high standards and state-of-the-art facilities in these areas, a series of recommendations were made. These involved: (1) expanding the integration of computers into the curriculum and the administrative process; (2) pursuing full funding and implementation of the CORE Project proposal, including the portable microcomputer laboratory; (3) encouraging more Black students to select computer science as a professional goal or to become computer literate; (4) increasing marketing efforts related to the variety of microcomputer services available at South Campus; (5) providing training for student tutors and laboratory assistants; and (6) developing standards and procedures for keeping Business Data Processing and Microcomputer Institute faculty up to date on computer programs and educational processes.

BACKGROUND

The "computer revolution," in addition to changing the ways in which facts and figures are dealt with, has had a pervasive impact on virtually all aspects of our lives. Computer applications have vastly altered and improved health care, transportation, communications, food production and distribution, finance, and entertainment, to name only a few areas. Therefore, the implications of this revolution for the field of education have been profound. Individuals who in the future remain computer-illiterate will be at a disadvantage comparable to that of verbal illiterates today.

Anticipating the accelerating needs of its students and community constituents in computer education, the South Campus of Miami-Dade Community College has in recent years developed a broad range of interrelated programs and activities in computer instruction and services, coordinated through its Center for Excellence using the College's mainframe computer, minicomputer, and various microcomputers.

This report presents the results of an evaluative study of the effectiveness and needs for improvement of these Center for Excellence efforts, as one aspect of South Campus participation in the College's 1984 Institutional Self-Study.

The Center for Excellence Concept

Responding to needs to expand further its educational partnerships with business, industry, and public and private organizations and employers throughout the Dade County, Florida community, Miami-Dade in 1982 described the concept of a number of Centers for Excellence. The special focus of these

centers was to be the elevation of occupational competencies. As defined by the College's Occupational Education Council (1982):

> The course offerings in a vocational Center for Excellence must reflect the educational services desired by and appropriate to the businesses and industries external to the College. A Center for Excellence will serve as a focus within the College structure for maintaining relationships with business and industry, other educational institutions, and government and credentialing agencies for particular programs.
>
> Program design and learning strategies will continue to ensure that performance standards will be high. Specific occupational competencies will be defined for each program or course in close cooperation with the representatives of employing entities. Recognition of life experience and individual needs of the student will be integrated into the operational philosophy of each Center.

Specifying the structure and function of each such Center for Excellence, the Council indicated that each would:

1. pool existing resources in one location, thereby reducing unwarranted duplication;
2. create a focal point, both internally and externally, for generic occupational areas;
3. enable occupational training programs to operate in a protective mode by working more closely with industry in recognizing changing training needs; and
4. provide industry with applied research and specialized training facilities to complement their existing capabilities, thereby creating a more symbiotic relationship.

One of the Centers for Excellence thus designated was the South Campus Business Data Processing (BDP) Department, part of the Occupational Education Division. The goal of this designated entity was to facilitate excellence in data processing education. The scope of education included credit programs, seminars for professionals and non-professionals in applied state-of-the art software usage, special outreach courses for industry, and technical support for

integrating computers into the educational program at the College.

Non-credit seminars were scheduled and presented by the Microcomputer Institute, an internal unit of the BDP Department. All types of computer equipment were used in this educational program. By selecting equipment and software upward-compatible with future technological advances, the Institute would continue to stay in touch with the current state of the art.

Other objectives of the BDP Department were to establish recognized leadership in microcomputer education, to enable College faculty and staff to upgrade their skills in microcomputer technology, and to offer computer courses to students in other fields such as accounting, engineering, education, and architecture.

During the last several years, there has been a steady growth of the BDP Department. Ten years ago, BDP was a small department with five faculty members, sharing offices with the Aviation Department and teaching only computer language courses on the College's mainframe computer. Today, it has ten faculty and two associate instructors, teaching many different courses not only on the mainframe computer but also on over 100 microcomputers. In the same period, the department went from having no hardware and only a converted classsroom for a laboratory to having over 100 pieces of hardware and five complete computer laboratories. The most recent laboratory to be created is at Homestead Air Force Base, location of one of the College's Outreach programs. Multiple sections of both BASIC and FORTRAN are taught, with steadily growing enrollment. The Homestead lab has six computers, is open more than the required time for each class, and is manned at all times by an instructor or tutor. Classes and facilities will be expanded at that location as enrollment demands increase.

The South Campus Computer-Based Program, 1974-1984

The Miami-Dade 1974 Self-Study included the following recommendations pertinent to computer services:

1. Further study of computer services should be made to determine why there is dissatisfaction with the present services.

2. Efforts to extend educational services to businesses, professional organizations and government agencies should be intensified.

3. A computer program should be created which will enable each campus library to list books checked out in descending order of circulation.

4. The faculty should be encouraged to consult with Dade County and the surrounding counties in their fields of expertise.

In relation to the first of these recommendations, results of the present study showed a vastly improved situation. There is now negligible dissatisfaction expressed with computer services at the South Campus. In regard to the second, the BDP Microcomputer Institute has already begun to conduct seminars for community businesses and professional organizations. The results of this study indicated that more marketing is required in this area. With respect to the third, a computerized library program listing books according to circulation has been developed and is now in use. Finally, faculty are now encouraged to consult in the community when possible.

The advent of powerful microcomputers with many business and scientific applications has changed the way computing is practiced and taught in the United States. Prior to the acquisition of microcomputers by South Campus, which began about 1980, major use of both the mainframe and the minicomputer (BDP 11/60) was limited to the BDP and Chemistry Departments. The mainframe computer was used mainly for College business and records, and except for selected BDP courses,

was not available for general use.

Prior to 1984 the major use of microcomputers was made by BDP and a few other areas on campus. The Audio-Visual Media Center designated a small facility as a microcomputer area in connection with its operations. A list of equipment and software in use at that time is available in the supporting reference files of this study. In general, interest shown in microcomputer use was isolated, and there was no formal plan to direct the use of computers in the academic areas of the campus. During this time, most training workshops in the use of hardware and software were being conducted by BDP and the Office of Faculty, Staff, and Program Development (FSPD).

FSPD began offering microcomputer workshops in the 1980 Fall Term. The initial efforts were to provide training specific to departments/divisions that had acquired microcomputers (e.g., Natural Science, in 1980-81) and to provide general microcomputer awareness workshops. A training plan for faculty and staff was developed which had three phases: awareness, literacy, and applications. The FSPD Office recognized that there would be people in all phases as training continued. During the period since 1980, there have been over 1,160 participants, faculty and staff, in microcomputer workshops conducted through the FSPD Office. In 1984 alone, over 200 faculty and staff participated in computer workshops offered through FSPD.

In response to the growing needs for a coordinated program relating to the acquisition and use of microcomputers, the South Campus Computer Review Committee was established in October of 1981. Its areas of responsibility were to review all campus computer requests, to place in order of importance requests for computer time and access, to act as a clearinghouse for pertinent information, and to promote academic computing on campus. The Committee has since been instrumental in establishing guidelines for submission of items for

review, approving inventory and maintenance guidelines, reviewing microcomputer and software requests, sponsoring a PLATO demonstration on networking, preparing a Plan for Academic Computing on South Campus (1984), and developing a report on Microcomputer Selection Standards (1984).

The Microcomputer Institute was established in May of 1982 to provide a center for teaching the use of microcomputers, using state-of-the-art hardware and software as applied in the commercial world. This hardware and software was chosen so that it could be expanded and changed to accomodate future enhancements in microcomputer technology.

Responding to suggestions of the Computer Review Committee, in July of 1983 the South Campus Academic Dean directed eighteen departments to develop plans for computer use. The plans were to include specific course applications, recommendations for purchase of equipment and software, and goals for training. Broad input was encouraged. From the plans submitted, the Committee prepared recommendations for purchase of appropriate hardware and software. Other South Campus departments are currently developing such plans to be submitted for Committee review in 1985.

After reviewing the initial department plans, the Computer Review Committee recommended establishing an Apple microcomputer laboratory, both for class use and student practice. At that time, January 1984, the FSPD Office was awarded a state grant to establish an Apple Training Lab to be used to train South Campus staff and teachers in the Dade County Public Schools. It was decided to incorporate this lab with the Apple microcomputer laboratory. This facility, termed the Apple Orchard, is used as a training facility for faculty, staff, and students, a drop-in lab for students, and a facility for students to complete class assignments. Training has been provided through the FSPD Office for individual faculty members, departments, and for classes of students so that the

use of computers can be incorporated into the curriculum. Currently, several departments are using the facility, including Biology, Business, Chemistry, English, and Secretarial Careers. Each semester several sections of the BDP course, COC 1010, Introduction to Computers, have been taught in the Apple Orchard. One section is limited to College employees and one section to Dade County Public School teachers. Data are now being collected to determine the amount and variety of uses of this laboratory to ensure optimum planning for its future use and development.

In 1983, the Academic Dean appointed a Coordinator of Academic Computing, housed in the FSPD Office. This individual develops and conducts a variety of training activities, assists all academic departments in planning for integration of microcomputers into their departments and curriculum, serves as liaison between the Computer Review Committee and the requesting areas, and is responsible for a variety of other computer-related activities.

In mid-1984, the South Campus library also installed DIALOG, a national data-base system for on-line information retrieval from more than 80 million magazines, newspapers, reports, and monographs. The DIALOG system is available for use by all South Campus staff and students.

In June of 1984, the Computer-Oriented Retraining and Education Project (CORE) proposal was developed. The purposes of this project are to assist business and industry in their efforts to incorporate the latest technology in the workplace, to train students so that they are prepared to enter high-technology occupations, and to serve persons in the campus service area desiring a knowledge of microcomputer technology. When fully instituted, the CORE Project will provide education-related services, short credit and noncredit courses, and training workshops in specific computer technology and applications. The recipients of these offerings will be: (1) persons employed

in targeted occupations, such as engineering technicians, draftsmen, architects, secretaries, accountants, and accounting clerks, who need training to maintain currency in their fields; (2) students working toward terminal degrees in a variety of occupational areas which require familiarity with computer systems as an entry-level competency; (3) students transferring to four-year institutions, where students are being required to have a degree of computer experience prior to entering their junior year; (4) businesses needing education-related service regarding specific software or hardware, or whose employees need to be brought up to date or trained in the latest computer technology; and (5) service personnel who desire to attain an acceptable level of computer literacy. A special target group will be the disadvantaged, who have few opportunities for hands-on use of computers in their communities, homes, and employment. For such purposes, and for use at South Campus service area high schools, the CORE Project intends to equip a van with microcomputer work stations and take training programs into the community on a regularly scheduled basis.

In addition, the CORE Project will provide for the review of existing programs in the Architecture, Engineering, Data Processing, and Business Departments so that these programs can be updated, if necessary, to meet the employment needs of the community and to provide students with the computer skills needed for entry-level employment.

Thus, the CORE Project will serve to integrate the efforts of the Microcomputer Institute, the Center for Professional Development, and the microcomputer training and course development efforts of the FSPD Office and five academic departments. A portion of this project has been funded from the South Campus budget to establish the CORE lab. The full implementation of the project will require two to three years and additional funding from the Wolfson Grant Foundation.

RESEARCH DESIGN

The Planning Phase

In view of the rapidity and range of the foregoing developments in planning and implementing computer-based education and applications at the South Campus over the last ten years, the College's 1984 self-study offered an excellent opportunity for their in-depth evaluation. The principal goals of the resulting study were thus to assess present computer systems and usages at the campus, to identify directions that the campus should be following in this rapidly changing field, and to develop recommendations for ensuring maintenance of high standards in all areas of computer instruction and services.

Research issues for the study were identified through extensive interviews with BDP faculty and administrative representatives, particularly those most active in computer use and computer education. From these issues, the investigating committee identified questions to be addressed to students in BDP classes; campus administrators, faculty, and staff; and community organizations and businesses with relevant needs in computer applications and training. Selected College personnel included those with leadership roles in encouraging computer use and computer-supported instruction who were knowledgeable in the technology of the field and who had been involved in study of computer program and equipment needs.

In addition to interviews and results of questionnaire surveys, the investigating committee reviewed a large number of pertinent reports, planning statements, and guideline documents which had been prepared at South Campus as its computer capabilities developed. References to these appear at the end of the volume, and significant items have been placed in the report's reference files.

Research Instruments

Three comprehensive survey instruments containing questions pertinent to issues brought out in the interviews and literature review were constructed. Included were items designed to identify differences in responding populations. Students were asked to indicate ethnic and linguistic background. Faculty and staff were asked their sex, age, length of employment with the College, and area of specialization. Representatives of community organizations were asked to identify the size and percentage of their work forces involved in computer-related activities.

Other questionnaire items were designed to ascertain knowledge of, or familiarity with, relevant South Campus facilities. Survey items were also constructed to measure the extent to which computer equipment and computer education programs were used by respondents, as well as the expectations they had for South Campus computer programs, services, and facilities. Items solicited evaluation of equipment and services, access to equipment, course offerings, instructional staff, lab assistants, student tutors, and the College's job-placement services. Respondents were also asked to compare the quality of equipment and education at South Campus with those at other institutions in the area. Open-ended questions were included to permit proposals for improvement and change.

Responses were in most cases requested on a four-point continuum of "strongly-agree," "agree," "disagree," and "strongly disagree." Statements were phrased in positive and negative form to prevent patterning of responses. All responses were anonymous.

Data Collection

The three data collection questionnaires were distributed to populations totalling 1,345, with responses received from 639 (47.5%).

The first of four principal target groups was comprised of students enrolled in BDP classes in the 1984 Summer Term. Because of the wide range in backgrounds, abilities, and motivations in this target group, it was decided to include all students registered in all BDP classes. Summer registration, being smaller than in the fall and winter terms, cannot be considered fully representative. However, the 360 responses from the students were extremely complete (with few omitted responses), and it was therefore considered unnecessary to repeat the survey in the fall.

Faculty, staff, and administrators make varied demands upon computer equipment and educational resources, leading the study committee to anticipate a wide range of responses from these groups. Accordingly, all personnel in these positions were included in survey administration.

The survey of public and private community organizations who use College computer services, or whose employees had taken all or part of their training at South Campus, was mailed to 300 representatives of such organizations, selected from a list prepared in consultation with the BDP Department Chairperson and the Vice President of the campus.

Survey questions which sought information about respondents and the extent of their uses of South Campus facilities and services produced a statistical breakdown of the diversity of the relevant student target groups, the variations in their individual goals and needs, and the extent to which they were dependent on campus facilities. Responses to four-point checklist evaluative statements allowed tabulation of frequency distributions of opinions over this agreement/disagreement range.

From this data base, and from the responses to open-ended questions, the study committee drew its conclusions on user reactions and developed its recommendations for maintaining South Campus efforts for superior service and continued improvement in its computer-based operations.

RESULTS AND CONCLUSIONS

The preponderance of survey responses expressed favorable evaluations of current South Campus computer-based programs and activities. However, to ensure maintenance of high standards, a number of findings indicated that further study would be appropriate in certain areas. These related particularly to the operation of computer labs, marketing of computer programs and services to the community, and specific directions for future program development. The study's recommendations are drawn from findings in these areas.

Student Responses

The student survey was completed by 360 students registered in the 1984 Summer Term. Of these, nearly one-half (156) were Hispanic and 13 (3.6%) were Black, compared with 13.8% for the overall Black student population at South Campus. The age-range of the students was 15 to 66, with a male/female ratio of approximately 55% to 45%. Forty-two percent were registered in their first computer class. About 50% planned to earn a two- or four-year degree in computer science; 25% considered computer training important for their academic major or employment. The levels of difficulty experienced by these students in BDP classes were deemed appropriate--63% found them "somewhat difficult"; more than 20% said they were "somewhat easy."

Student evaluation of the BDP instructional staff was overwhelmingly positive. Approximately 98% agreed that their instructors were knowledgeable. The statement that instructors were not well prepared was rejected by about 89% of the students. Instructors were found to be available and helpful by over 88%, while fewer than 10% disagreed with that statement.

Laboratory assistants who are on financial aid and serve in clerical

positions in the labs were not so highly rated by the student groups. They were found polite and helpful by 63%; however, over 34% disagreed or strongly disagreed.

Student tutors received a more favorable evaluation. Sixty-nine percent of respondents found these tutors to be polite and helpful. About one-fourth of all student respondents were dissatisfied with some aspect of current tutorial services.

Although the overall response rates of the student groups were good, 44% did not respond to items on the BDP and College job-placement services. Also, the item requesting suggestions on changes in the program went unanswered by about one-half the student respondents. Since about 42% of the students were taking a computer course for the first time, it may be concluded that many did not feel competent to propose changes or were not yet concerned about help in job placement.

There was a strong positive response to statements indicating that the responding students themselves were meeting their goals and receiving an up-to-date education, and that the College was moving in the right direction. More than 87% of the 360 students said that they would recommend Miami-Dade's South Campus as a good place to learn about computers, while fewer than 7% disagreed.

The 360 students were also asked to suggest changes and add written comments on the strengths and weaknesses of computer-based education at the South Campus. The most frequent comment (11% of the respondents) recommended more terminals, more computers, and improved equipment access and maintenance. Only 9% of the comments pointed to inadequate knowledge or questionable behavior on the part of lab assistants. More than 8% expressed similar complaints about tutors.

Eighteen students (5%) expressed frustration with the card-punch system. However, this problem has now been eliminated since the College has replaced this with an on-line program development ROSCOE system. About 94% of the students expressed satisfaction with their course textbooks, while 6% criticized them, indicating particular dissatisfaction with Structured Cobol.

Summaries of all student survey responses, including narrative comments, are included with survey forms in the study's reference files.

Staff Responses

Eleven responses from the College's professional staff and 65 from the classified staff were received from another survey, a return rate of approximately 33%.

Of the 11 professional staff respondents, ten reported skill and experience in using computers. Five had taken courses or workshops on campus, and four reported that the campus had acquired software at their requests. Five compared equipment and services favorably with those at other local institutions. Five indicated no relevant experiences with which to compare. Most did not respond to the question on kinds of assistance the College could offer in learning about computers and developing skills in their use. Since this group of respondents was small and diverse, their responses were not considered adequate for drawing significant conclusions, although these responses were noted.

Of the 65 classified staff respondents, more than 86% reported some experience with computers, although about 35% considered themselves uninformed but willing to learn. Sixty percent had taken courses or workshops offered on campus, and individual comments indicated that a continuing program would be well-attended and appreciated. Computer tasks performed by this group varied widely, with record-keeping and word processing the most frequent. Twenty who

felt able to compare facilities and service at the South Campus with those of other local educational institutions and organizations rated the campus favorably.

Administrator Responses

Nine South Campus administrators returned the committee's research questionnaires. All had had professional experience with computers. Seven had participated in relevant campus classes. While responses from this group were considered in data interpretation, their number was too small to warrant valid generalizations regarding the views of this entire population.

Faculty Responses

Of 330 South Campus faculty members, selected by criteria noted earlier, 144 (43.6%) returned completed surveys. Only 11 of these declared themselves uninformed and uninterested. Forty-four were willing to learn, and the remainder indicated varying levels of proficiency. Nearly 27% had taken computer courses or workshops on campus. Slightly over 15% indicated that they made no use of computers in their work. The remainder noted a variety of computer uses, word processing being the most common (14%), with preparation of course materials being second (about 12%).

When asked to evaluate the software available on campus in their academic fields, about 10% rated it adequate or superior, but another 10% found it inadequate. Twenty percent reported insufficient opportunity to examine the software inventory to allow judgment.

Most responding faculty able to compare campus facilities with those of other institutions judged the campus favorably. Seventy-one types of narrative comments and recommendations were provided by the group, of which a number were

incorporated into the committee's recommendations and projections. Transcriptions of these responses are contained in the reference files.

Community Responses

Questionnaire responses from the business community were disappointing. Although 50 of 300 forms (approximately 17%) were returned, only nine respondents indicated familiarity with South Campus facilities and the types of computer training offered. There were thus few answers to the items seeking more specific information. One notable exception was that 18 employers in the group predicted increased needs for computer-trained personnel over the next five years, and 23 expected such needs to increase substantially. The nine knowledgeable respondents all rated the South Campus computer program as "good" or "excellent."

BDP Responses

The final data collection effort consisted of a series of extended interviews with faculty members of the BDP Department. Morale in the department was high, and members were proud of their equipment and programs. They described intradepartmental relations as cooperative, noting that courses are rotated so that everyone is able to teach his or her specialty and also participate in other areas of the program.

These faculty considered equipment availability good and laboratory hours adequate for the present. On the whole, the group felt that the computer languages utilized in the program are those most widely used in work settings. They also agreed that an effective job placement program required persistent effort and urged that faculty time required for involvement in such efforts be recognized and rewarded.

As a group, these BDP respondents were understandably enthusiastic about keeping the South Campus computer program up-to-date. They provided a number of specific recommendations on items which should be purchased and indicated a general desire to see procedures for change simplified and made more responsive.

In response to a list of frequent student concerns, the group agreed on a need for more student laboratory assistants. They were also aware that students were encountering difficulties with textbooks. They reported that they were making some changes in the problem texts, but attributed some of these student difficulties to the reading and language problems common to the College's culturally-diverse student population.

On the whole, the BDP faculty viewed their program with pride and compared it favorably with that of any college in Florida.

RECOMMENDATIONS AND PROJECTIONS

Each source of information on current computer resources, courses, services, and operations at the South Campus of MDCC--students, college personnel, other committees, and members of the community--revealed areas for potential improvement and continuing development so that a responsive, effective, state-of-the-art facility and program can be maintained. The following recommendations, derived from the findings of the study, are those which the study committee considered most significant. Each is accompanied by a plan and a timetable for its implementation.

Recommendation 1: As South Campus develops its annual goals and objectives, it should include plans for expanding the integration of computers into the curriculum and the administrative process. Included in these plans should be provisions for additional facilities and equipment.

The "Academic Computing Plan" and the "Administrative Computing Plan" (see the reference files) have outlined a phased program which will results in access to equipment for academic and administrative computing. These plans are currently being implemented, as is the continuing effort to provide workshops and courses for personnel. Continued up-dating of these plans should be a part of the goal-setting process.

Recommendation 2: Because the Computer-Oriented Retraining and Education (CORE) Project is central to the South Campus academic computing plan, the campus should make all efforts to see to its full funding and implementation.

The CORE lab has been funded, but at present funding has not been provided for the portable microcomputer lab. Since this lab is an integral part of the CORE Project, the South Campus should review efforts to see to its funding.

Recommendation 3: The South Campus should make efforts to encourage more Black students to select computer science as a professional goal or to take advantage of existing campus resources to become computer literate, so as to enhance their College and employment skills.

The College Coordinator of Minority Relations has been informed by memorandum of relevant results of this study and encouraged to take steps through careful advisement to see to the implementation of this recommendation for Black South Campus students. The CORE Project portable microcomputer lab could serve to enhance achievement of this goal at the community level by conducting demonstrations in local area high schools and in disadvantaged neighborhoods in the South Campus service area.

Recommendation 4: Additional emphasis should be placed on informing the campus' service area population of the programs offered by the Business Data processing Department, the Microcomputer Institute, the Apple Orchard, and the CORE lab.

Although the efforts to market the computer programs offered by the Business Data Processing Department, the Microcomputer Department, and the Apple Orchard have been successful, now that a marketing director has been hired additional marketing should be a priority. The Microcomputer Institute has offered seminars for business and the general public since 1983. Over 500 professional and personal computer owners have attended these non-credit seminars. The Business Data Processing Department has an enrollment in excess of 1,700 students each major term. Its laboratory facilities are open seven days a week. In the past three years, over 9,000 students have enrolled in the BASIC course. The Apple Orchard has provided training for faculty, staff, and for administrators and teachers in the Dade County Public Schools. In addition,

hundreds of students have attended special awareness workshops offered in the lab. Through a major marketing effort, the services offered by these units can reach an even greater and more diverse population.

Recommendation 5: To maintain enrollment and quality of education in computer program coursework, computer tutors and laboratory assistants should be given more training and closer supervision.

Since tutors and laboratory assistants are selected and funded by the Office of Financial Aid each term, in-service training must necessarily be limited in scope. However, to the extent possible, training of student tutors and laboratory assistants will be instituted by those responsible for laboratory operations by the end of Winter Term 1985.

Recommendation 6: The Business Data Processing Department and Microcomputer Institute should develop specific recommendations regarding the training needed to keep their faculties up to date on developments in computer programs and educational services.

Recommendations to this effect will be presented to the campus administration by the end of Spring Term 1985.

EVALUATION OF

COMMUNITY-BASED OUTREACH PROGRAMS

OF THE SOUTH CAMPUS

DIVISION OF EXTENDED EDUCATIONAL SERVICES

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This study reports results of a comprehensive evaluation, conducted in 1984, of the Outreach Program and services operated under the Division of Extended Educational Services of the South Campus of Miami-Dade Community College. The main mission of the South Campus Outreach Program is to offer selected credit courses in community schools and other off-campus sites throughout the service area of the campus, providing fully accredited educational opportunities for students who find it difficult to attend classes at the campus.

The fifteen participants in the Outreach Self-Study Committee included campus administrators, faculty, and staff with key responsibilities and special interest in Outreach programs, with support from resource persons and advisors from pertinent components of the campus and College administration. In addition to systematic reviews of pertinent planning documents and previous study reports, the study's research methods emphasized interviews with Outreach Program Coordinators and teaching faculty, to determine issues for study, leading to preparation and distribution of three major questionnaire surveys. The latter, combining checklist and open-ended items, were administered to 390 current Outreach students and 330 South Campus teaching faculty, with different instruments for those who had and who had not taught Outreach classes. The 368 student responses and 152 faculty responses provided the study's main data base.

The preponderance of the study findings affirmed that students in the Outreach Program consider its design, implementation, and services sound and effective. Faculty teaching Outreach classes responded favorably to their experiences with the program, while those who had not taught Outreach classes expressed favorable perceptions of the program, though considering it a greater

convenience for students than for faculty. A number of specific areas for growth and improvement were identified. These principally involved expansion of student services, and number and frequency of course offerings. Need was also identified for improved publicity and marketing of the Outreach Program. Recommendations and projections were developed to meet these needs, and a comprehensive community awareness survey was recommended to further determine educational needs of local residents, businesses, agencies, and schools, pertinent to future Outreach planning.

BACKGROUND

The main mission of the Miami-Dade Community College South Campus Outreach Program is to offer selected credit courses at community schools and other sites remote from the campus, providing educational opportunities to those students who find it difficult to attend classes on campus. Outreach provides a comprehensive system of student services and course offerings sufficient to make each Outreach center a fully adequate alternative to the main campus. The purpose of the present self-study was to evaluate the Outreach Program's current community-based operations at the Homestead Air Force Base Center and at W.R. Thomas Junior High School.

History of the Outreach Program

The first South Campus Outreach center opened in 1967 under the leadership of Dr. Wilbur McElwain, Associate Dean of the Division of Extended Educational Services. The center was located at Homestead Air Force Base (HAFB), 22 miles southwest of the campus, and served primarily that facility's military personnel and their families. Shortly after the HAFB Center opened, a separate center at nearby South Dade Senior High School was established to serve the general public. The two centers provided parallel programs until 1981, when the latter was discontinued because public availability of HAFB classes made a second center impractical. At the beginning of 1985, the HAFB Center was the larger of the two South Campus Outreach centers, serving up to 800 students each term.

In 1978, an Outreach center was opened at Christopher Columbus Senior High School, north of the campus. That operation, referred to as the Westchester Center, in reference to the area it served, expanded in 1981 to two centers serving the same general area--the Riviera Senior High School Center, and the

W.R. Thomas Junior High School Center. Within a year it was determined that the W.R. Thomas Center, the more remote and better equipped, would be adequate for the College's Outreach needs in that area. Riviera Center operations were transferred to W.R. Thomas, which remains the second South Campus Outreach operation, ten miles northwest of the campus, serving some 425 students each term.

During the seventeen years since the founding of the HAFB Center, various other centers have been opened and closed. Characteristicslly, these have been opened when evidence suggested the presence of sufficient students in an area remote from the South Campus to justify an Outreach program. In turn, they have been closed when student populations did not materialize as anticipated, or declined after serving their needs. A center at Cutler Ridge, which operated from 1981 to 1982, was one such example.

Program Description

In an effort to serve individuals not able to attend classes on campus, the South Campus Outreach Program has extended the College's operations into neighboring residential areas, bringing all primary services available on campus to Outreach students. These services include assistance in admission, academic advisement, registration, payment of tuition, scheduling of classes, change of schedules, and purchase of textbooks. Classes are taught at the Outreach centers by faculty from South Campus departments, and students can complete most general education requirements, except in specialized major fields, in courses offered at the centers. Outreach students may seek educational opportunities and services, coursework toward Associate degree or Planned Certificate programs, or courses to improve their employability skills and enrich their lives. Many students desire only courses for personal growth or avocational

interests. However, of the many reasons which students give for attending Outreach classes, the main one is to attain an Associate degree.

Independent Studies Program. In addition to traditional credit courses for degree-seeking candidates, Outreach centers offer Independent Studies services to facilitate student progress toward a degree. The Independent Studies Program is a unique approach to education which offers the mature and responsible student the opportunity to earn College credit without a rigid classroom schedule. This opportunity is especially well suited for students who work fulltime, work rotating shifts, have small children, have jobs requiring frequent travel, or who otherwise cannot attend classes on a routine basis. More than 30 fully transferable credit courses are now offered through Independent Studies which count toward Associate in Arts degrees. The Independent Studies Program offers flexible scheduling and self-paced study, includes individual conferences with faculty members, accomodates individual learning styles, and provides an atmosphere of challenge, interest, and caring. Classes are not scheduled in the traditional sense. Instead, students meet periodically with their facilitators to update their progress. Independent studies courses are offered at the South Campus and the Outreach centers.

Division of Lifelong Learning. In addition to credit courses for degree-seeking students, the Outreach Program centers participate in the noncredit activities of the South Campus Division of Lifelong Learning. Lifelong Learning offers learning activities for students not concerned with earning academic credit, but wishing to enrich their cultural lives or improve their personal knowledge and skills. No record of previous education is necessary, and little or no homework is required. No grades are given, fees are modest, and attendance is voluntary. Lifelong Learning strives to create courses to meet the needs of the community and makes every effort to schedule

courses when adequate numbers request them. The program operates at both the South Campus and the HAFB and W.R. Thomas Centers.

Special Services. In addition to serving students and fulfilling the College's community service mission, the Division of Extended Educational Services has provided special on-site educational programs for local businesses and agencies. For example, the HAFB Center has sponsored programs for Florida Power and Light Company, and for the Homestead Police and Fire Departments. The Westchester area has been served by courses for the American Institute of Banking and the Miccosukee Indian Tribe. In the 1984-85 academic year, the W.R. Thomas Center has offered courses for the Dade County Computer Center, tailored to the needs of its employees. For several years, the Outreach Program also offered classes at county and federal correctional facilities. The Outreach Program thus serves not only traditional degree-seeking students, but also the needs of businesses and other community organizations. When an educational need is identified, plans are initiated to implement a program to serve the target population, with care to ensure the same quality and standards maintained on the campus.

Homestead Air Force Base Operations

The Outreach Program's longest established and largest operation is the Homestead Air Force Base Center, which draws heavily on its military clientele. The HAFB Center generally enrolls 600 to 700 students each major term, generating an annual total of approximately 9,000 credit hours. Tuition assistance provided by the federal government to military personnel and their dependents serves as a great incentive for the main HAFB Center population.

Housed in a building provided by the United States Air Force, the HAFB Center has both office space and classrooms. Instructional facilities include a

computer laboratory, a Basic Skills Assessment Test examination room, remedial laboratories for computer-based instruction in basic skills, and several classrooms. The computer terminal at this center connects to the South Campus. Credit courses are staffed by South Campus academic departments and coordinated with those departments to ensure conformity with College standards.

The HAFB Center must follow special procedures for military personnel to enroll in College courses, to comply with federal and base regulations. For this purpose, the College and the HAFB Education Office negotiate a memorandum of understanding each year, which broadly governs their relationship. Additionally, a Service-Persons' College Advisory Board, composed of Air Force members and the HAFB Education Officer, assesses the Center's program yearly and makes recommendations for desirable changes.

The student population at the HAFB Center consists mainly of military personnel and their families, who are given first priority at the Center, though civilians may attend. Recruitment is accomplished by general information services provided for personnel stationed at the base, by the mailing of Center brochures and course schedules to all homes in the neighboring area, and by inclusion of HAFB offerings in the Lifelong Learning course announcements distributed to approximately 30,000 homes in the South Campus area each term.

W.R. Thomas Center

The W.R. Thomas Center, the second now operating, is located about ten miles northwest of the campus at W.R. Thomas Junior High School. Approximately 425 students are enrolled at this center each major term. In addition to the Associate degree curriculum, the Center offers the four levels of English as a second language (ESL), three Planned Certificate programs in occupational studies (Accounting, requiring 32 credits; Banking and Finance, 39 credits; and

Financial Management, 32 credits), the Independent Studies Program, and a skill-building program instituted in the Winter Term of 1985. These programs, like those at the HAFB Center, are coordinated with the South Campus instructional departments which staff them. Since W. R. Thomas is a junior high school with limited space, special facilities and equipped laboratories are not available, though an accounting lab is offered.

Students attending W. R. Thomas Center mainly come from population centers to its east, with some coming from the town of Sweetwater and the Fountainbleau Apartment complex to its northeast. Data collected from 40 students in certificate programs during the 1983 Winter Term showed 65% to be female, 25% in the 18 to 25 age range, and 27% 34 to 40. Eighty-seven percent were employed full-time. These data appear to be consistent with those for students enrolled in the Center's ESL, Independent Studies, and Associate degree programs. The population in the area of the Center is over 80 percent Hispanic, who benefit from the Center's ESL program.

Recruitment is accomplished by mailing brochures and current course schedules to approximately 60,000 area residents each major term, and by announcing course offerings in the Lifelong Learning publication.

HOW THE STUDY WAS CONDUCTED

The Planning Phase

The intent of the Outreach Self-Study Committee was to provide pertinent information about the attitudes and needs of the student population served, and those of faculty, with respect to the Outreach Program and its services.

Research issues for the study were identified through extensive interviews with the Outreach administrators and faculty, particularly the coordinators of the Outreach centers. From these issues, the committee identified questions to be addressed to students, Outreach faculty, and faculty who had not taught in the Outreach Program.

The subjects identified for investigation were student satisfaction, quality of instruction, quality of student services, administration procedures, and general student and faculty views on needed improvements in the program.

The committee determined the research tasks, and where appropriate divided duties among subgroups to expedite operations. These tasks included gathering information, identifying issues of study, analyzing the data, drawing conclusions, preparing recommendations and projections for their implementation, and writing the final report.

The Office of Institutional Research provided relevant reports and a needs assessment model specifically suited for Outreach programs. The Division of Extended Educational Services provided data from the limited evaluations of Outreach programs conducted in 1980 and 1983.

Research Instruments

Three comprehensive survey instruments were constructed, containing questions identified from interviews, previously conducted studies, and

literature review. The model for the surveys was one developed by the Division of Extended Educational Services in 1980 and refined for further use in research for a dissertation by a member of the study committee (Sevcik, 1982). All surveys combined multiple-choice items, hierarchic ranking, and opened-ended options. Demographic questions were generally included to allow for categorization and cross-referencing of results. All responses were anonymous.

The student survey (25 items) included seven demographic questions. Hierarchic options in nine questions addressed adequacy of student support. Two multiple-choice items addressed what students would do if an Outreach center were not available to them, and changes they desired for improved scheduling of classes. The remaining seven items were open-ended questions concerning major courses of study, additional courses the centers should offer, educational needs not currently being met, and other concerns not addressed by the survey.

The Outreach faculty survey (24 items) included five demographic questions. Six hierarchic options addressed center services, effectiveness, and management. Seven multiple-choice questions addressed familiarity with both centers, adequacy of orientation, basis and fairness of department policies in assigning Outreach teaching duties, adequacy of assistance by Outreach coordinators, teaching experience at the centers, and whether the faculty member would advise South Campus students to attend an Outreach center. The remaining six items were open-ended, identifying the respondent's home department, soliciting opinions as to faculty needs not being met at the center or major problems of the program, and requesting accounts of improvements desired, general experiences at the centers, and any additional comments.

The non-Outreach faculty survey (20 items) included four demographic questions. Because respondents were inexperienced with the operations involved, only one hierarchic question was included, addressing distribution of

information about the program. The bulk of the questionnaire, ten multiple-choice options, concerned familiarity with both centers, adequacy of departmental orientation on Outreach operations, basis and fairness of department policies in assigining Outreach teaching duties, whether respondents would advise South Campus students to attend Outreach centers, whether respondents had ever been assigned to teach at an Outreach center, familiarity with goals and objectives of the Outreach Program, willingness to teach at an Outreach center, awareness of the Outreach Coordinator's role, and their own main sources of information about the Outreach Program. The remaining options were open-ended questions concerning respondents' home departments, perceptions of the Outreach Program, attitude toward Outreach, and additional comments.

Data Collection

Student surveys were administered in Outreach classes in the 1984 Fall Term. A total of 390 surveys were administered during class time to students attending the HAFB and W.R. Thomas Centers, with cooperation of Outreach faculty. Of these, 370 (95%) were returned and 368 were usable. Outreach Committee members and on-site coordinators assisted in administration and collection of surveys, which took approximately fifteen minutes to complete.

The Outreach faculty and non-Outreach faculty surveys were distributed simultaneously to 330 South Campus faculty members, who were asked in cover letters to complete and return the appropriate survey, depending on whether they were currently teaching or had ever taught Outreach classes. Of the 153 (46%) surveys returned, 83 (55%) were from those who were teaching or had taught Outreach classes, and 69 (45%) from those who had not.

RESULTS AND CONCLUSIONS

The overwhelming majority of survey responses expressed favorable opinions of the South Campus Outreach Program, services, and quality of instruction. Certain open-ended responses indicated that some areas should be further studied to assure maintenance of high overall standards. These particularly related to increased course offerings, improved and expanded procedures for textbook sales, improved admission services, and improved support in such areas as audio-visual services, library, and teaching materials. The majority of the study's recommendations are drawn from findings in the latter areas.

The following summary of results broadly characterizes study findings. More detailed analyses of survey results are contained in a separate annex of supporting reference files.

Student Responses

The male/female ratio in the student survey was 47% to 53%. The most common age range was 18 - 25 (53%), with 28% in the 26 - 35 group. The largest group (47%) had completed fewer than 15 credit hours, with another 36% having completed 15 to 40. Sixty-nine percent of the students reported attending the HAFB Center, and 23% the W. R. Thomas Center. Of the students responding, 179 (49%) were enrolled in Associate in Arts and 80 (20%) in Associate in Science programs.

In response to distance from the student's home to the center attended, 243 (66%) indicated five miles or less, and 87 (24%) five to ten miles. A majority of students (203, 56%) indicated that they would attend South Campus if there were no Outreach center near their home, while 76 (21%) said they would attend another institution.

The vast preponderance of the student responses to the nine hierarchical questions regarding adequacy of support services was favorable. Over 90% of the respondents rated as excellent, good, or satisfactory their center's distribution of College information, its academic advisement process, administration of the program, sales of textbooks, quality of classroom experiences, helpfulness and effectiveness of administrative staff, quality of instructors, and overall operation and management. The only hierarchic option which did not receive 90 percent approval related to audio-visual services, which still received 57% approval, with the balance of responses including 39% with no opinion and only 4% ranking them poor. These low but generally approving rankings of audio-visual services were consistent with those from Outreach faculty reported below.

The open-ended questions generated requests from the students for more morning and evening classes; more general education core and distribution courses each term; more advanced courses in math, science, business, and computer science; laboratory facilities for science courses; improvements in sale of textbooks; an improved process for automobile registration at HAFB; and expanded, better-lit, and better-monitored parking facilities.

In comparing results of this student survey with those of the similiar 1981 Sevcik survey earlier referenced, the Outreach Self-Study Committee found substantial agreement. The 1984 survey found that students indicated a higher degree of satisfaction (90% in 1984 versus 80% in 1981) with the overall operation, administrative service, and the effectiveness of the instructors at the centers. Many of the 1981 student requests for improvements (such as addition of business courses and computer courses, and improved academic advisement) appear to have been satisfied.

Outreach Teaching Faculty

The survey of Outreach teaching faculty was returned by 83 persons, 53 (63.9%) male and 30 (36.1%) female. Sixty (73%) indicated that they were full-time faculty at the South Campus, while 22 (27%) were part-time. In professional rank, 28 (37%) were full professors, 21 (28%) associate professors, and nine (12%) assistant professors, suggesting that a high percentage of senior faculty is represented among those who teach Outreach classes.

Outreach faculty responses to the six hierarchic ranking items concerning adequacy of services and management at Outreach centers were largely approving. Combined excellent, good, and satisfactory ratings were high for distribution of College information (70%), handling of textbook sales (70%), effectiveness of Outreach center administrative staff (79%), overall operation of centers (84%), and center staff attentiveness to faculty needs (75%). While still highly rated, audio-visual services received the lowest rating (56%) in this category. Optional comments on this item suggested more satisfaction with the HAFB than with the W. R. Thomas audio-visual facilities. In all categories, the majority of other options chosen were no opinion rather than poor.

Responses to the multiple-choice options were generally favorable and supportive of the program. However, a significant issue emerged in responses to the question on faculty familiarity with both Outreach centers. In this, 28 (34%) claimed such familiarity, but 56 (67%) denied it. Coupled with the even higher ratio of non-familiar responses in non-Outreach faculty results, this implies strong need for improved communication with faculty about the Outreach Program and its offerings.

Only 17 (22%) disagreed that orientation on the Outreach Program is adequately handled by their departments each term; 43 (54%) agreed that it was; 19 (24%) had no opinion. Sixty respondents (73%) considered that center

coordinators provided adequate assistance, 10 (12%) did not, and 12 (15%) had no opinion. Strong support for Outreach was shown in the 65 positive faculty responses (80%) in which respondents indicated that they would advise students to attend an Outreach Program center.

The open-ended questions identified sale of textbooks, parking, automobile registration at HAFB, and educational facilities at W.R. Thomas, as needing improvement.

Non-Outreach Teaching Faculty Response

The survey of South Campus faculty who had not taught at an Outreach center was returned by 69 faculty, 29 (42%) male and 40 (58%) female. Of these, 66 (94%) were full-time employees, 22 (33%) full professors, 24 (38%) associate professors, 10 (16%) were assistant professors, and the balance other ranks.

Responses to the multiple-choice items, as expected from this group, included a high percentage of no opinion choices. A significant percentage (66, 94%) indicated that they were not familiar with both Outreach centers, a much greater percentage than among Outreach faculty. Responses to questions about departmental orientation on Outreach classes, and fairness and procedures in assigning Outreach teaching duties, had high (50, or 72%) no opinion choices.

Two items showed strong reactions. In response to "Would you advise a South Campus student to attend an Outreach center?" 39 (56%) said yes, 22 (32%) had no opinion, and only 8 (12%) said no, suggesting generally supportive or at least neutral attitudes toward the program. However, when requested to complete the statement, "If I were assigned to teach at an Outreach Center (off-campus), I would...," faculty responses were as follows:

Accept gladly	3	(3%)
Accept reluctantly	24	(43%)
Attempt to get someone to replace me	12	(22%)
No response	17	(30%)

The low percentage who would accept gladly is explained by supplementary comments on distance from home and campus, transportation, difficulty accomodating Outreach classes with scheduled on-campus classes, and concern that instructional support materials and services off-campus might be inferior Thus, for these faculty members, Outreach was viewed fundamentally as an advantage for the student but as an inconvenience for the instructor.

Open-ended comments paralleled these observations. Most frequently cited were the inconvenience of traveling long distances from homes or the main campus, transportation problems, and concern about proper support services and appropriate educational facilities.

RECOMMENDATIONS AND PROJECTIONS

The following recommendations were derived from the Outreach Committee's findings. All of the recommendations will become the responsibility of the Associate Dean of Extended Educational Services and will be implemented by the Outreach Center Coordinators and their staff. The feasibility of all recommendations involving changes will be studied by the Division of Extended Educational Services and decisions for action made by the 1985 Fall Term.

Recommendation 1: The high standards of the College and campus should be maintained by continuing to offer a quality, comprehensive academic and student service programs at the Homestead Air Force Base and W. R. Thomas Outreach Centers.

Recommendation 2: The Outreach Program should explore the possibility of improving course scheduling at the Outreach centers by increasing frequency of general education core and distribution course offerings, providing higher-level courses in math, business, and computer science, and expanding course scheduling in daytime, afternoon, and evening hours.

Recommendation 3: Efforts should be made to provide each student with an Advisement and Graduation Information System (AGIS) report prior to each term's advisement and registration at the Outreach centers.

Recommendation 4: Efforts should be made to improve textbook services at Outreach centers by coordinating textbook offerings in advance with instructors, by allowing students to purchase books prior to the first day of class, and by arranging for repurchase of texts by the bookstore during final examination week.

Recommendation 5: The Outreach Program should attempt to improve dissemination of information about the program and its offerings to South Campus faculty.

Recommendation 6: A widely distributed community awareness survey should be conducted in the South Campus service area to provide the Division of Extended Educational Services with current information on the educational needs of local residents, schools, businesses, and agencies, pertinent to Outreach planning.

Recommendation 7: The College and South Campus should support the proposed Outreach community awareness survey with funds and other assistance required for its design and administration, and for processing and analysis of its results.

The Division of Extended Educational Services will develop a proposal for budgetary support of the above survey in the 1985 Fall Term.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT

STUDIES

OVERVIEW OF THE SOUTH CAMPUS OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

The following eight reports examine activities and academic offerings grouped as Opportunities for Individual Achievement (OIA), available to students at the South Campus of Miami-Dade Community College. While other Miami-Dade campuses operate the same or similar programs, these studies focus only on how these programs affect the South Campus, examining their effectiveness and benefit for the South Campus student body and residents of the neighboring community.

The eight South Campus OIA areas which the studies evaluated included the Academic Honors Program, the Intercollegiate Athletic Program, the Creative and Performing Arts at South Campus (Art, Music, Drama, and the Performing and Visual Arts Center), the Distinguished Visiting Professor Series, the Overseas Travel and Study Programs, Selected Academic Programs for Superior and Talented Students, Professional Excellence and Faculty Achievement at the South Campus, and Public School On-Campus Programs. These programs and activities were particularly selected as examples of those intended to provide the South Campus students with challenges and opportunities to maximize attainment of their full potentialities. Many of the recent Miami-Dade reforms have been geared largely to students with basic skills deficiencies or average academic ability, with more limited emphasis on opportunities for the academically superior students to pursue advanced coursework or engage in extra-curricular activities. Most of the OIA programs assessed in the following reports therefore specifically represent campus or College efforts to encourage and reward academic excellence. Taken as a whole, they are in keeping with the College's goal of serving students of all abilities, interests, and career and personal objectives.

Several of the programs evaluated were in existence at the time of the

College's previous self-study in 1974. Others have been created more recently. In all cases, however, their new features and expanded activities were felt to warrant their evaluation in the 1984 self-study.

Each of the eight OIA subcommittees conducting the studies was headed by a coordinator, who was assisted from five to six members. Overall guidance was provided by the chairperson of the OIA Committee. While each subcommittee was given freedom to evaluate the issues and concerns that it considered relevant to the area it was investigating, the OIA Committee decided to emphasize five main research areas in seven of the eight studies (excluding Professional Excellence and Faculty achievement, in view of its unique theme). These areas were program accessibility, attendance, awareness, quality, and benefit.

Research objectives relating to accessibility sought to determine whether the procedures and requirements for participation in each program were generally known by the South Campus student body, and whether qualified students or those most likely to be interested in participating in them were being encouraged to do so by faculty. Issues related to attendance were possible improvement in student and community attendance of program events, the extent of community interest, and possibilities for increasing attendance by altered scheduling or other means. Evaluation of program awareness sought to gauge the effectiveness of program publicity, on the campus and in the community, and to identify areas for pertinent improvement. Quality related to how students, faculty, and community members, judge and evaluate the programs and other offerings. Consideration of benefits involved determination of student and community perceptions of the worth of the programs, the benefits of participation, and whether these groups considered it appropriate for a community college to fund programs of these essentially non-academic types.

For collection of data on these issues, a joint OIA survey questionnaire,

with items contributed by all OIA subcommittees, was administered to a sample of South Campus general student population. The sample included 297 credit students registered in the 1984 Spring and Fall Terms. Survey returns were processed by the College's Office of Institutional Research, with responses to each question tabulated according to whether respondents had completed more or fewer than 30 credits at the time of the survey. This distinction helped to determine whether students became more aware of the programs over time, or were more likely to participate in them or attend their events as they became established at the campus.

An abbreviated version of the general student survey was also mailed to a random sample of 350 single-family residences in the South Campus vicinity. This survey sought to determine the extent to which local residents were aware of the various OIA programs, and whether they had attended or were interested in attending South Campus events or performances. If they had attended such activities, they were asked to evaluate them and to indicate whether they felt that such activities should be offered by the College.

Each of the following reports contains further details on the history, goals, and development of its subject program, together with descriptions of other data sources, research design, and evaluation methods. Each presents recommendations for program improvement, based on study findings, and proposes plans for their implementation.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 1

ACADEMIC HONORS PROGRAM

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

The Academic Honors Program at South Campus, the focus of this study, serves over 700 students per major term with selected courses which offer a challenging curriculum, strict work requirements, and more extra-curricular research than is found in non-Honors courses. The Academic Honors Study Subcommittee conducted extensive surveying by questionnaires and interviewed a number of target groups, including the general student body (non-Honors students), students involved in the Honors Program, faculty who do and do not teach Honors courses, local high school counselors, and the Director of the Honors Program. Generally, the study found that the Honors Program is well appreciated by the students who participate in it. However, some Honors faculty indicated concerns about acceptance of too many students in the program and about maintenance of high academic standards in all Honors courses.

Principal results from the surveys also indicated that students in the Honors Program believed that they had improved their abilities and talents to the extent that they had anticipated upon entering the program; that nearly 7 of 10 faculty who did not teach Honors courses were unfamiliar with, or not sure of, the selection process and criteria for admission into the program; and that the faculty was split on the issue of "mainstreaming" gifted students into regular classes and the benefits which would be derived.

Principal recommendations of this study related to need for increased contact with public and private high schools; establishment of an Honors Center; need to provide guest lecturers for Honors students; and need for more faculty to become involved in developing new Honors courses, recruiting superior high school students, and assisting current Honors students to transfer to four-year institutions.

BACKGROUND

The Academic Honors Program at the South Campus of Miami-Dade Community College was initiated in the early 1970s to serve academically advanced students. The program's initial goal was to attract students of exceptional intellectual ability and motivation to the South Campus and offer them courses which would prove more challenging than the conventional curriculum.

In creating the Academic Honors Program, the College was responding to a concern that many of its existing programs and services had been geared primarily toward students with deficient academic skills and abilities. The College began to focus efforts toward the implementation of creative new programs for superior students. Realizing the importance of attracting academically talented students, as both an asset and motivation to other students, certain especially challenging and rewarding courses were designed to be offered only to those students having 3.0 grade point averages or better. In addition, all students accepted into the South Campus Honors Program would receive tuition scholarships.

In Miami-Dade's 1974 Self-Study final report, it was stated as a rationale for Honors programming that a community college must be responsive to the varied needs of its constituents. Through the development of special activities and programs for academically talented students, the South Campus has become a place where talented students can benefit from a challenging curriculum.

In 1979, the Honors program became a facet of the College's Emphasis on Excellence Program, and a full-time Director of Honors was appointed at the campus. This was instrumental in increasing the visibility of the program both on and off campus, and during the next five years the number of students enrolled in Honors courses doubled.

Currently, the South Campus Academic Honors Program offers more than 25 courses in such subject areas as English, the humanities, social sciences, natural sciences, accounting, business data processing, and physical education. Enrollment in each course is kept below 30 and instructors attempt to challenge students more than is possible in non-Honors courses.

South Campus Honors students can also take part in the Honors Core Program, which is open to either science or liberal arts majors. Courses are accelerated and demanding, and require students to integrate and synthesize widely disparate material and undertake considerable independent study. After completing the Honors Core, students continue to take Honors courses and in their second year of study are assigned a mentor. Mentors offer students individualized attention and assistance in such matters as selecting a major and preparing to transfer to a university.

Based upon the study's responses from Honors students, it is clear that the Honors Program is having a positive impact on the educational experience of the superior students at the South Campus. The Honors Program has reflected most favorably upon the College, both in building a positive attitude toward the ability of a community college to serve the superior student, and in demonstrating to high school students that education of high quality is available to them at the community college level.

HOW THE STUDY WAS CONDUCTED

Research Objectives

This study of the Academic Honors Program at South Campus was one of eight conducted by subcommittees of the Opportunities for Individual Achievement (OIA) South Campus Study Committee.

The subcommittee decided to investigate the following questions concerning the Honors Program:

Awareness. What is the level of awareness of the Honors Program among incoming freshmen, and how are potential Honors students informed of the program?

Strength of Curriculum. Are students satisfied with the level of instruction and work requirements within each Honors course? What are the students' overall evaluations of the courses, including quality of instruction, class organization, and benefit received?

Benefit and Worth. Is the program providing benefits in accord with established college honors programs on both the community college and university levels? Are faculty involved in the Honors Program supportive and do they offer motivation to students for continued participation? Do students have ample opportunity to participate in academic clubs and special workshops and seminars?

Faculty Evaluation. Are those faculty now teaching in the Honors Program knowledgeable and supportive of the program? Are faculty aware of the selection process and criteria for admission to the program? Should present academic standards for Honors students be increased? Do faculty who teach Honors courses need special qualifications? Do faculty believe that the Honors Program is meeting a vital need and do they encourage gifted students to participate?

Research Design

The general student survey of the Academic Honors Program at South Campus was part of the Opportunities for Individual Achievement survey, to which all eight subcommittees contributed questions pertinent to their studies. These surveys were answered by 279 students at the South Campus during the Spring and Fall Terms of 1984, with the resulting data compiled by the Office of Institutional Research.

A limited number of students who had participated in the Honors Program were also sent a separately prepared survey with questions regarding the administration and organization of the program and benefits received. The survey also solicited comments and suggestions on any aspect of the program.

Faculty who did not teach in the Honors Program were surveyed concerning their awareness of its goals and objectives. Faculty who were currently teaching in the Honors Program were mailed separate surveys asking more specific questions dealing with course curriculum, student attitudes and motivation, and grade standards. This survey also provided space for additional comments or recommendations concerning any aspect of the program.

RESEARCH RESULTS

General Student Survey

The results from the Honors portion of the OIA general student survey indicated an approximately equal distribution between those who were aware of the South Campus Honors Program before enrolling at the campus and those who were not. Of the 143 respondents (of a total of 279) who indicated not being previously aware of the program, 60 had become aware of it following enrollment, while 83 were still unaware that the South Campus offered Honors classses. This would indicate that on-campus publicizing of the program needs to be enhanced. The recently instituted computerized student contact system, devised by the Honors Program Director, is an attempt to remedy this problem.

Beyond simple awareness, the Honors Subcommittee also wanted to determine how familiar South Campus students were with the Honors Program. Again there was an approximately equal division, with 46% of respondents being very or somewhat familiar, and 48% being largely or totally unfamiliar, and 6% being unsure. These data would seem to further indicate that on-campus publicity is not having the desired impact on a large number of students. It should be pointed out, however, that because of the size of the student body, it can be assumed that many potential Honors students who are not participating in the program are at least aware of its existence and may be familiar with it.

A further concern of the Honors Subcommittee was whether students were familiar with the program's entrance requirements. To ascertain this, the following true/false statement was included in the general student survey: "The Academic Honors Program at the South Campus is open only to those students who have graduated in the top 10% of their high school class." The correct answer was "false," since several considerations, including grade point average at

Miami-Dade, faculty recommendations, and counselor recommendations, may allow students not meeting the stated criterion to enter the program. Since a sizeable minority (41%) believed that a 3.0 high school average was necessary for enrollment, there may be a number of potential Honors students who have incorrectly considered themselves excluded from the program. Subcommittee members speculated that some of these potential Honors students might be from minorities, currently under-represented in Honors classes. This suggests that the campus should investigate this situation further.

Honors Program Survey

During July 1984, the OIA Committee mailed 425 surveys to the homes of students who had been identified as having participated in one or more of the South Campus programs being studied. By late September, 165 surveys had been returned (38.8%), of which 35 had been completed by students who indicated that they had been enrolled in one or more Honors courses. Results from these surveys indicated that the majority of students were pleased with the Honors Program, in that the courses had met their expectations and that the program was delivering as promised.

Students who had participated in one of the OIA programs at South Campus were also asked when they first became aware of the Honors Program. On the participants survey, 40% of students who were or had been involved in the South Campus programs were aware of the Honors Program while in high school or prior to their enrollment at South Campus, while 54% had not been aware of it at that time.

These data suggest that presentations in the high schools concerning the South Campus Honors Program should be increased. It is difficult to determine what an "acceptable" percentage of awareness of the Honors Program should be

among high school students, but it is safe to assume that if a greater number of high school students are informed, the number of students who eventually participate will increase.

As a follow-up to this question, the survey asked those who had been unaware of the program how they had become aware of it after enrollment at the South Campus. Sources of information reported were:

South Campus Faculty	11
Posters and bulletins on-campus	4
Computerized mail-outs	3
Contact with Director of Honors	1

Data from this question would indicate that the most effective method for informing South Campus students about the Honors Program is through the faculty--i.e., by class announcements and personal encouragement.

Another question asked was: Based on your experience to date, how would you rate the worth and personal benefit you have received through your participation in the program? The responses were 20 "very high," 13 "somewhat high," and one each "somewhat low" and "not sure."

A series of questions included in the mail-out survey attempted to ascertain the level of student satisfaction with the Honors Program. Students were asked whether the faculty were supportive and whether or not the program lived up to their expectations. These students were also asked if they felt the facilities at the campus were adequate and if they believed themselves eligible to engage in extracurricular activities such as peer tutoring, the Brain Bowl, Math Olympics, and the like. In all instances, the majority of responses were

positive.

Using a Likert scale to gauge the level of student satisfaction, the committee found that Honors students were generally supportive of the program. This was reflected in the responses given to the statement "I will most likely continue to participate in a similar program upon transferring to an upper-division institution." Of the 30 responses, 18 strongly agreed and 12 agreed with this statement. No one disagreed, but five did not answer. Furthermore, students were supportive of the campus in general. Only five respondents out of 35 disagreed with statements that the facilities and equipment used in the program were more than adequate.

The subcommittee also included a "global" statement in this survey to assess the worth of the Honors Program in relation to the mission of the College generally. Honors students were asked to accept or reject the following statement: "Having programs available for 'superior' students to enhance and improve their particular skills is a College mission." Of 35 responses, none disagreed, while 27 strongly agreed. Responses to this question indicate that the South Campus Honors Program is providing the stimulus that the superior student desires, and that students realize the importance of challenging their minds and intellectual capabilities to the fullest. This universal agreement, while not unexpected, is gratifying and further indicates student belief that the campus should continue its support of the Honors Program.

Another question addressed to this group was: "Based on your experience to date, how would you rate the administration and organization of the program in which you have participated?" Responses were as follows:

Very High	11
Somewhat High	20

Somewhat Low	2
Very Low	1
Not Sure	1

From these data there would seem to be few student concerns about the administration of the program, as 31 of 35 students responding to the survey believed the Honors Program to be well run and well administered.

These students were also given the opportunity to offer recommendations, criticisms, suggestions, or comments concerning any aspect of the Honors Program. Responses were received from all of the 35 Honors students. The following comments are typical:

- The Honors Program is continually trying to improve and I think they are doing a good job.
- While I was at Miami-Dade, I was frustrated many times after signing up for an Honors course and then receiving a "course has been cancelled due to low enrollment" notice. Honors classes should expect low enrollment. Don't cancel!
- The Honors Program has been helpful in keeping me up-to-date with requirements and special opportunities.
- More attention should be given to satisfying the student's goal of attending the university of his choice.
- Keep on offering Honors computer courses. They're great. Maintain the Honors computer lab but make it available for more hours, such as later than 5:00 p.m. and earlier than 8:00 a.m., like the regular computer lab.
- The Honors Program is primarily geared for younger students. The mature student feels out of place in this program. Have a separate Honors Program for older students and a feedback to the younger group and vice versa, so each can learn from the other.
- Because of my participation in the Honors Program, I was able to find out about the Honors Program and the new residential college at the University of Miami. Today, I am attending the University of Miami on a full tuition scholarship and am living in the residential college. I strongly feel that the Miami-Dade Honors Program was a deciding factor in this.

- I suggest that you expand the program in order to offer a wider variety of credit courses in the field of Independent Study. The reason these classes were attractive to me was that they allowed a flexible schedule without costing time toward my degree.

- There is a need to offer more Honors classes in a wider variety of subjects.

- Although I do appreciate the chance to participate in and benefit from the College Honors Program, I sometimes wonder if the College takes note of our performance in the program. For instance, as Honors students we are required to produce written work far beyond the requirements necessary for other non-Honors students, yet we are still required to take English Composition (ENC 2301) and not substitute with the Creative Writing Course (CRW 2001) or a higher-level elective which would include written work. This seems a waste of energy, if not a direct insult to the Honors Program and each student's level of achievement within the program. After all, if we have not mastered the basics in English composition through work in the Honors Program, what are we doing still in the program?

- The two years I spent at Miami-Dade South prepared me to tackle the workload at an upper-division school. I feel that the type of education I received should not be limited to Honors students.

Honors Faculty Survey

To gauge Honors faculty reactions to the Honors Program, the subcommittee contacted 20 Honors faculty via interoffice mail. The thirteen surveys (65%) returned showed general support from the faculty participating in the program. The complete results of this survey are in the study's resource file.

The Honors faculty felt that their courses were meeting the criteria established for the Honors Program and that students were benefiting from the experience. They generally agreed that a student not achieving satisfactorily should be returned to mainstream classes. Regarding awarding additional credit for Honors classes, the Honors faculty felt students should be awarded extra credit because coursework is more demanding than that of regular classes. In making suggestions for improving the program, some faculty members felt that they needed additional time to prepare for Honors classes and that more Honors faculty interaction would be beneficial. The most common suggestion from this

group was for improved screening to prevent unqualified students from entering the program.

Non-Honors Faculty Survey

Those faculty who did not teach Honors courses were also surveyed to determine their knowledge of, and support for, the Honors Program. In addition, they were given an opportunity to make comments and offer suggestions. One hundred surveys were sent out via interoffice mail and 74 were returned. The following is a summary of these responses. Complete results will be found in the study's separate resource files.

The most obvious conclusion was that non-Honors faculty generally were not aware of the program or were unsure of its place on campus, although widespread support was expressed for the Honors Program concept. The faculty was divided in its feeling about the worth of mainstreaming gifted students, but a large majority indicated that they encouraged gifted students in their classes to join the Honors Program.

In addition to responding to the questionnaire, the non-Honors faculty were asked to offer suggestions, comments, or information concerning program. The following selections indicate the range and diversity of these responses:

- The Honors Program is the best thing that has happened to the South Campus to improve its image of offering academic excellence. More attention and publicity needs to go into the Honors Program. It deserves as much attention as volleyball. There needs to be an Honors Center where student can meet, socially, and academically stimulate each other. Honors students and faculty need a support system, a place to call their own.

- Gifted students should be pursuing demanding programs in which all the electives are both interesting and demanding. They don't need segregated courses. I expect all students in my engineering physics class to perform at a level which is consistent with their professional goals.

- I feel that the program is creating a clique of students who

feel that they are better than the rest. A workshop on leadership should be incorporated into the program.

- I find that the better and/or potentially better Honors student does not enjoy being in "mainstream" classes with the typical Miami-Dade student who is not even interested in reading, much less contributing to class discussion. We should continue to support Honors and like programs and classes to give our relatively rare motivated students all the opportunity possible there.

- We need more Honors courses in Business Data Processing. There is a huge gap in abilities and motivation that makes the traditional courses hard to teach. The Honors students need their own classes.

- Faculty need an appropriate background to teach Honors courses, but most importantly need the interest and energy to make the most of the opportunity with brighter students.

Additional Findings

In addition to the survey results from students and faculty, the following findings are relevant to this study report.

High school counselors. Seven high school counselors in the South Dade area were telephoned and asked about their awareness and knowledge of the South Campus Academic Honors Program. The most common comment from the counselors indicated a strong need for an informational "pipeline" to be established in order to share and update information regarding the Honors Program on a regular basis. It is suggested by the subcommittee that further contact be made with high school counselors in the South Campus service area in order to establish an informational channel operating on a regular basis.

Program administration. During evaluation of the Honors Program, the subcommittee also examined the duties and responsibilities of the South Campus Honors Director. It was concluded that the many duties assigned to the Director may justify the need for an assistant. The program for which the Director is responsible and accountable services over 900 students. Consequently, the majority of the Director's time is spent on routine administrative work,

limiting the time available for developing new courses, organizing special activities and events for Honors students, increasing awareness of the gifted programs, and recruiting in local high schools. An assistant to the Director, capable of performing various administrative duties, would allow the Director to effectively plan current and future events-- not only in the Honors Program but also for the Governor's Gifted Student Program, the Junior High Gifted Program, the Phi Theta Kappa Honor Society, and the Distinguished Visiting Professor Series.

Identifying potential students. The subcommittee would also like to suggest a yearly evaluation of the RSVP System, presently in use to identify prospective Honors students and encourage them to enter the program. It was found that this system has been an outstanding service in helping to find "superior" students on campus and to encourage them to enroll in Honors courses. Before the availability of this system, delivery of information on course offerings and related activities was often random and indirect. While the College has a testing and placement system already in place for students who score below established norms on Miami-Dade's Basic Skills Assessment tests and are therefore channeled into appropriate developmental courses, there is no comparable system to identify talented students and alert them to Honors opportunities.

Program funding. The subcommittee also found that funding of the Honors Program appears inadequate in two areas: guest lecturers, and printing and production. It was found that the budget is inadequate to provide South Campus Honors students with the number and quality of visiting lecturers and seminars that a college honors program should have. The subcommittee suggests that further study be given to this concern, and that the feasibility be considered of inviting "experts" in various disciplines into Honors classrooms to provide increased service and an enhanced intellectual atmosphere for the South Campus

Honors student. Such efforts should complement the Distinguished Visiting Professor series and the contribution it is making to students at South Campus, as well as the opportunities that Honors students have to interact with the Distinguished Visiting Professors.

The second funding problem which requires further study is printing--specifically continued publication of "The Honorandum Newsletter." The Director of Honors has expressed concern about potential decline in frequency and quality of future publication due to the limited funds available for its production. The subcommittee concluded that this publication is a most important activity for Honors students, since it provides information to over 700 students. Consideration should be given to supplementary funding of the printing budget so that "The Honorandum" may continue to serve the South Campus Honors Program.

RECOMMENDATIONS AND PROJECTIONS

Recommendation 1: The South Campus should appoint a task force to investigate ways to improve contact with public and private high schools in the campus' service area so as to better publicize its Honors Programs.

By September 1985, a task force will be appointed to study ways of improving provision of information to counselors, teachers, and academically talented students in local high schools concerning the Academic Honors Program at South Campus. This task force will offer its recommendations to appropriate administrators by the end of the 1985 Fall Term.

Recommendation 2: The South Campus should study the feasibility of establishing an Honors Center to serve as a study area, meeting place, and location for seminars and workshops especially for the academically talented student .

Such a center should be established to foster a sense of community among Honors students, as well as to help increase awareness of the Honors Program within the student body in general. In the Fall Term of 1985, the Director of Honors, the Dean of Academic Affairs, and any other appropriate personnel should serve as a task force to explore the implications and lay the groundwork for such a center. The report on their findings should be completed by the end of that term.

Recommendation 3: Faculty should be encouraged to develop new courses suitable for inclusion in the Honors Program, and to assist in recruiting academically talented students from South Campus service area high schools.

By the end of Fall Term 1985, the Director of Honors will submit a proposal

for encouraging such faculty support to the South Campus Dean of Academic Affairs.

Recommendation 4: A library of information related to Honors Program offerings at senior institutions within and outside the state should be assembled and made available to Honors students on South Campus.

Such a library of information will be gathered and stored where Honors students will have access to it, and information as to its existence disseminated by the Director of Honors by the end of the 1985 Winter Term.

Recommendation 5: Funding should be sought to provide support for seminars designed especially for Honors students and for continuation of the newsletter, "The Honorandum."

A budgetary proposal for these activities will be prepared by the Director of Honors by the end of the 1985 Winter Term and submitted to appropriate administrative representatives for review.

Recommendation 6: A study should be made of the feasability of providing an assistant to the Director of Honors on South Campus.

Appropriate personnel will be charged with performing such a study by the Dean of Academic Affairs in the Fall Term of 1985. The results of this study and recommendations for action will be submitted to the Dean by the end of that term.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 2

INTERCOLLEGIATE ATHLETIC PROGRAM

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This study evaluates the Intercollegiate Athletic Program at the South Campus of Miami-Dade Community College, as part of that campus' overall Opportunities for Individual Achievement (OIA) self-studies.

For 17 years, the South Campus athletic program has offered a highly competitive program of sports with equal opportunities for men and women. The success of its teams has brought South Campus athletics into the nation's forefront as one of the more successful junior/community college athletic programs.

To gauge the quality of the program, the Athletics Subcommittee surveyed students who had participated in athletic activities, questioning them on all aspects of the program, and encouraging their suggestions and comments. Coaches of each of the 11 sports currently offered at the campus were also interviewed, and asked to give opinions of the strengths and weaknesses of the program, and any recommendations for improvement. Finally, as part of the overall OIA student survey, students were questioned as to their knowledge and awareness of the athletic program, and attendance at athletic events.

Major findings of this study revealed that student athletes viewed the athletic program positively, both in administration and coaching. Student athletes saw little need to improve the program, but suggested need for increased media attention and an academic advisor especially for athletes.

Recommendations of the study include the formation of a task force to study methods and strategies to improve promotion of athletic activities on campus and increase off-campus media coverage of South Campus sports. Another task force is to study other issues raised by this report and submit proposals for further action by the end of Winter Term 1986.

BACKGROUND

Intercollegiate athletic competition at the South Campus of Miami-Dade was initiated in the 1966-67 school year with two sports, men's basketball and men's tennis. Currently, 11 sports are offered for men and women at the campus. Other sports have been offered, but it has been necessary to drop several sports for such reasons as lack of state-wide competition and lack of qualified athletes from local high schools. Sports dropped during the 19-year history of South Campus athletics include women's badminton and men's wrestling, track and field, and cross country.

Since the inception of the campus athletic program, the success of South Campus athletic teams in terms of win/loss records and championships won has been exceptional. Men's and women's teams have won 70 Southern Conference championships, 65 state championships, and three National Junior College Athletic Association championships. Athletic teams have a combined won/lost/tied record of 2,407-1,078-13, a winning percentage of 69%. Although it is difficult to determine how this record compares with those of other state and national junior/community college athletic programs, it seems safe to assume that the South Campus athletic program is among the more successful programs in the nation.

Besides success on the field of competition, South Campus athletes have also been successful in securing full or partial scholarships to four-year colleges and universities. Over 350 athletes have continued their educational careers and participated in intercollegiate athletics at a number of colleges on such scholarships. Also many Miami-Dade/South athletes have gone on to compete professionally. Some 75 former South Campus baseball players have signed professional contracts, while nearly a dozen of the campus' soccer players have

gone on to play professionally. Professional contracts have also been signed by former students in such sports as tennis, golf, and basketball.

A landmark in South Campus athletics occurred in 1979 when the soccer team won the first national championship for any South Campus athletic team. A second national crown for the South Campus was added by the baseball team in 1981, and in 1983 the soccer team won yet another national title. In all, South Campus athletic teams have entered over 50 national tournaments, finishing in the top ten nationally over 90% of the time.

In less than two decades, the athletic program at the South Campus has acquired a national reputation and, in turn, has brought a number of benefits to the student athletes who have been a part of the proud winning tradition at the South Campus.

HOW THE STUDY WAS CONDUCTED

The Athletics Subcommittee of the Opportunities for Individual Achievement South Campus self-study established six major goals for its report:

1. To gauge the awareness of the South Campus athletic program among students and the community.
2. To determine why attendance at athletic events is low among both student and community groups.
3. To assess student perceptions of the openess of athletic programs to student participation.
4. To gauge the level of quality of the athletic program as perceived by students, community, and athletes within the program.
5. To ascertain the benefits received by students and athletes from the athletic program.
6. To offer recommendations for future growth and projections of the overall program based on information secured from this study.

The study subcommittee was composed of faculty interested in the South Campus Athletics Program ,and included several members currently coaching or participating in the intramural program. The Director of Student Activities coordinated the study.

The subcommittee surveyed athletes who had participated in one or more sports during the 1983-84 academic year by having them complete a questionnaire dealing with specific aspects of the athletic program. The survey sought student opinion of various administrative functions of the department, as well as perceptions of the quality of the coaching staff. An open-ended question was included for those who wished to make comments, suggestions, or recommendations concerning any aspect of the program.

All of the head coaches in the department were interviewed by subcommittee

members, using the same questions asked on the student-athlete survey so that a consensus could be reached from the two target groups.

Also, questions were contributed by this subcommittee to the overall Opportunities for Individual Achievement South Campus student survey. These questions attempted to determine the general awareness of the student body concerning what sports were offered, how many sports events took place on the campus during the year, and how often the respondents had attended athletic events. Respondents who had attended an event were asked to assess the overall quality of the athletic program on a 1-5 scale. For those who had not attended an event, the subcommittee attempted to find out the main reason for non-attendance.

Results from the student athlete survey were evaluated by the subcommittee, as was the data received from interviews with coaches and administrators. The Office of Institutional Research processed the data from the Opportunities for Individual Achievement survey for review by the subcommittee.

RESEARCH RESULTS

General Student Survey

In two separate questions, students were asked about familiarity with South Campus athletic programs prior and subsequent to enrollment at the College. Results showed that 71% of the 279 respondents were aware, prior to their enrollment, that the South Campus offered intercollegiate athletic competition, while 59% had been aware of a women's athletic program. Results from the second question showed that of the 79 (29%) who had not been aware of a men's athletic program at South Campus, 25 (31%) had become aware of the program after enrolling at the campus. For women's athletics there was comparable improvement in awareness: of the 113 respondents who indicated they had not been aware of women's athletics at the South Campus, 35, or 30% said they became aware after enrollment at Miami-Dade.

Another question asked students to indicate how many times they had attended athletic events at the South Campus since becoming students. Results showed that 119 (42%) of the 278 respondents had never attended an athletic event at the campus, while an additional 113 (40%) indicated that they had attended five or fewer events during the year.

These figures indicate that a great many students at South Campus do not attend athletic events. In an attempt to discover reasons for low attendance, those who had not attended a campus athletic event were asked to indicate why this was so. Table 1 provides the results of this inquiry.

Table 1

Number and Percentage of "Main Reason" Responses for Non-Attendance at Athletic Events

Response	Number	Percentage
Unaware of game dates, times	73	40
No interest	53	29
Conflict with job, family responsibilities	34	19
Conflict with class schedule	8	4
Studying, research, homework responsibilities	7	3
Other Reasons:	10	5
	185	100

The assumption that students at South Campus do not attend athletic events because of the campus being a "commuter school" was somewhat confirmed by the data indicating that 19% of the responding students do not attend athletic events because of job or family responsibilities. However, an even greater reason for non-attendance was lack of interest (24%). The greatest reason given was that they were unaware of game dates, locations, or times (40%). This would seem to indicate that further research and study must be conducted to determine ways of reaching the nearly 40% of the student body who indicated that they would attend more athletic events if they were more aware of them.

For those 56% of the students who indicated that they had attended at least one athletic event at the South Campus, a question was asked to gauge their perception of the general quality of the intercollegiate athletic program

Overall, responses indicate that more than two-thirds (68%) of those who attend athletic events believe the program to be of high quality. A high number of "Not Sure" responses (29 or 23%) correlates with students who had attended fewer than five events. Students may have felt they could not give a fair evaluation of the program because of limited exposure to it.

The amount of interest in athletics by students at South Campus was compared to other activities which students can attend, such as drama, theatre, and musical performances. Responses indicate an extremely strong interest by students in attending athletics events. A total of 206 (77%) of the 267 respondents indicated interest in men's athletics, while 173 (67%) of 260 respondents indicated interest in women's athletics. These figures show a solid interest in athletic activities.

The study subcommittee also wanted to assess student opinions as to whether athletic events were effectively publicized to the student body. Responses to the question "Do you feel that athletic events are properly publicized to the general student body at South Campus?" showed a high percentage of "No" (57%) and "Not Sure" (27%) responses, indicating need to improve publicizing of athletic events on campus.

Another question asked students to estimate the number of athletic events that took place at South Campus during the past academic year. In fact, nearly 200 events took place. Of the 255 responding, 89 (40%) chose 0-50, 88 (40%) chose 51-100. This high number of respondents underestimating their opportunities to attend athletic events lends weight to the conclusion that South Campus students need to be better informed about South Campus athletic offerings.

A further indication of student knowledge concerning the intercollegiate athletic program was found in the responses to two questions which asked what

sports were offered for students at the South Campus. In questions concerning both men's and women's sports, some sports were listed which the South Campus does not offer. Table 2 presents responses to the question concerning men's sports.

Table 2

Number and Percentage of "Yes" Responses to Men's Sports Believed Offered at South Campus (N=279)

Sport	Number of Yes Responses	Percentage
*Baseball	233	84
Gymnastics	134	49
*Swimming	219	79
*Basketball	190	69
*Golf	88	21
*Soccer	214	77
Track	185	67
Volleyball	102	27
*Tennis	217	78
Wrestling	76	28

*Currently offered at South Campus

Of the six sports for men currently offered (see Table 2), students are most aware of baseball, which had 84% recognition. Of the other sports, three registered over 75% (swimming, soccer, tennis) and one just under 75% (basketball). The least recognized sport on campus is golf, with 21%. Of those sports listed which the South Campus does not offer, track was believed to be offered by 67% of the students. A possible factor in this result may be the great amount of activity that takes place on the South Campus track facility by local high schools and track clubs. Students may assume there is a South Campus team participating.

For women's athletics there was good recognition of the sports that are offered (see Table 3). The most recognized sport for women was swimming, with the lowest being tennis (68%). Again, track and gymnastics were two sports that students thought were active at the South Campus in terms of intercollegiate competition, but are not.

Table 3

Number and Percentage of "Yes" Responses to Women's Sports Believed Offered at South Campus (N=279)

Sport	Number of Yes Responses	Percentage
Badminton	66	24
Gymnastics	132	48
*Softball	204	74
*Basketball	193	70
Golf	78	28
Soccer	76	25
*Swimming	216	78
*Tennis	188	68
Track	135	49
*Volleyball	196	69

*Currently offered at South Campus

Generally, results from these questions indicate that South Campus students are aware of the sports offered at South Campus.

Student-Athlete Survey

The following results are from the questionnaire administered to student athletes who had participated in an intercollegiate athletic team during the 1983-84 year. Of the 150 surveys mailed to homes of students, 39 were returned (26%), with the great majority from sophomores. There were 24 (61%) male and 15

(34%) female respondents. The average age of these respondents was 19, and they had completed an average of 40 credits.

Members of this group were asked to indicate who had most influenced their decision to participate in athletics at Miami-Dade South. Of the 39 respondents, 19 (49%) indicated they had decided to participate on their own. Twelve (32%) felt that the South Campus coach of the particular sport in question had had the greatest influence on their decision. Other responses refered to high school coaches (12%), South Campus athletes (5%), and others such as parents or administrators (2%).

Athletes were also asked to rate the quality and effectiveness of their coaching staff in various areas. Results are shown in Table 4.

Table 4

Student Athlete Ratings of Coaching Staff in Various Areas

Area Rated	Excellent		Very Good		Satisfactory		Not Satisfactory		Not Sure	
	N	%	N	%	N	%	N	%	N	%
Recruitment	12	33	18	50	1	3	1	3	4	11
Scheduling	13	33	20	51	5	13	0	0	1	3
Practice Organization	19	48	19	48	2	4	0	0	0	0
Transfer Assistance	3	13	8	33	1	4	4	16	8	33
Coaching Strategies	21	53	12	30	6	15	1	2	0	0
Eligibility	14	47	13	43	2	7	1	3	0	0
Rapport with Athletes, Coaches	11	38	10	34	6	21	0	0	2	7

Athletes were also asked to rate the effectiveness and quality of the following "support areas" of the athletic program, again using a Likert scale of "Excellent" to "Not Sure." Mean scores are given for each category (3.0 = best possible). Complete scores are contained in the separate resource files for this report.

TRAINING ROOM

Physical Examination Procedures	1.95
Injury Prevention	1.60
Injury Treatment	1.23
Injury Rehabilitation	1.45
Game Coverage	1.95
Equipment/Facility	1.41

INFORMATION/PUBLICITY

Statistics	1.83
Promotion	2.55
Media Coverage	2.22
Transfer Assistance	2.38
Game Management/Admin.	1.89

EQUIPMENT/FACILITY

Facilities for practices/games	1.54
Uniforms/practice gear	1.54
Quantity of equipment	1.55
Locker Rooms	2.03

TRAVEL

Transportation	2.10
Lodging	1.65

Since the South Campus athletes generally agreed that facilities, equipment, and travel arrangements were good, there seems to be no need for further investigation or study, other than as mentioned, of the athletic program's support areas.

A final question posed to the student athletes asked them to rate the overall quality of the intercollegiate athletic program at South Campus, taking into account the administration, coaching, and support areas. Of 37 responding, 16 (43%) rated the overall quality as excellent, 18 (48%) judged it very good, and three (4.8%) rated the program as satisfactory. This strong endorsement of the program by its participants indicates that the athletic program at South Campus is a high quality, well-administered, and well-organized program in which participants are satisfied and feel that the opportunity provided them to

participate is an important part of their overall educational experience.

Finally, the student athletes were given the opportunity to offer comments, suggestions, or recommendations concerning any aspects of the athletic program at South Campus. Representative comments included the following:

- School support and more fans at games would make it better for the athletes.
- Need better academic advisement planning, academic counseling for the athlete...should have an advisor for athletes that would work with athletes only.
- Something should be done to increase attendance at games.
- I think athletes should have assigned advisors, or an advisor a group of athletes could work with. The transition from high school to college athletics and academics is a big step; those unprepared or unguided will waste a lot of time.
- Cleaner vans for transportation.
- Need better transportation like a bus instead of vans.
- I think there should be an athletic academic advisor. This would be beneficial to those players that have trouble staying eligible. I think that the rate of academic ineligibility would be lower because the advisor could be more on a one to one basis with the player.
- Incoming freshmen would be better prepared if they were made aware of time they would have to practice. Therefore, they could set class scheduling accordingly.
- The only complaint I have is the preparation of the softball field for practices. More than 75% of the time the field was not dragged, watered, lined, and we didn't have the official bases on the field to work with. The softball field should be taken care of like the baseball field.

assistance during peak sports periods. The Sports Information Department suggested that the coaches could help to promote and inform the community of their sport by consistently supplying the department with timely information regarding schedules, rosters, and special events such as camps or clinics.

Facilities/Equipment. Coaches noted that the Theodore R. Gibson Center (gymnasium) is a very fine facility. However, some required maintenance has been delayed. It was suggested that the tennis courts need to be resurfaced and the swimming pool needs a new layer of marbletile. Also, bathroom facilities need to be installed for the six northernmost tennis courts. Many coaches also noted that visitors using the athletic facilities sometimes intrude on classes or practices, creating problems for instructors and coaches.

A final observation concerned housing and meal plans for visiting student athletes. Without dormitory facilities, the out-of-town or out-of-state athlete finds it extremely difficult to find affordable housing within the general vicinity of the campus. It was suggested that the South Campus conduct a study of the feasibility of having the College provide a limited amount of apartment space for out-of-town students (not only athletes) and also provide a reduced-price meal plan through the campus cafeteria for those students not living at home or without family assistance.

Travel and Lodging. At the time of the interviews, coaches expressed a concern for the cleanliness and overall condition of rental vans used to transport teams when college vehicles were not available. Since those interviews, the Athletic Department has utilized the services of another van and auto rental company, and reactions from coaches have been positive as to the vehicles' cleanliness and maintenance. Coaches also noted that Ft. Wayne vans purchased by the College were in poor repair and needed immediate replacement. Several cases of mechanical breakdowns while traveling with teams were reported.

RECOMMENDATIONS AND PROJECTIONS

Recommendation 1: New and more effective methods of promoting South Campus athletic events to the student body should be studied and a plan devised to encourage and increase student attendance at athletic events .

Prior to the end of the 1985-86 academic year, a task force composed of the Sports Information Director, student athletes, students not participating in athletics, the Director of Student Activities, selected faculty, and a representative from the Registrar's Office should be convened to discuss strategies and methods of effectively publicizing athletic events to the general student body and local community. Although the South Campus is a "commuter" school, the student population of nearly 20,000 does provide a substantial pool of persons from which to draw. Additional financing which would be needed to effectively promote these events both on and off campus should be studied by the task force and budgetary proposals developed.

Recommendation 2: A review of the methods used to attract media coverage should be conducted, with recommendations for further efforts and increased communication with media outlets outlined .

Since there are several major post secondary institutions, high schools, and professional sports competing for the attention of the public through the news media, special effort is needed to develop a relationship with local media that would increase coverage for Miami-Dade South. The task force designated above, in cooperation with the College Marketing Director, should consider the matter in depth. The expertise of the Marketing Department could provide effective strategies for the athletics program to use in gaining greater recognition and media coverage in the community.

Recommendation 3: Fuller study should be made of and appropriate action taken on the following issues raised in this report: assignment of an academic advisor for student athletes; development and updating of transfer information specifically keyed to interests and needs of student athletes; availability and responsibilities of the athletic trainer and student trainer; availability and responsibilities of the team physician; suitability of vehicles used to transport athletic teams; and provisions of support services for visiting athletic teams.

A task force will be appointed in Fall Term 1985 to review all of the issues identified and submit their proposals for action to appropriate administrative figures no later than the end of Winter Term 1986.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 3

THE CREATIVE AND PERFORMING ARTS:

ART

DRAMA

MUSIC

PAVAC

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This study surveys and evaluates the opportunities South Campus students have to participate in the performing arts. The study was conducted by a subcommittee of the South Campus Opportunities for Individual Achievement (OIA) Committee, with members of various humanities departments serving both as participants and consultants. The chairperson of the subcommittee was from the Social Science Department.

It was decided by the group that historical departmental sketches should be prepared in order to highlight the opportunities available on the South Campus to participate in a variety of performing arts. The committee also utilized OIA student survey results to assess the South Campus arts program from a variety of perspectives. In particular, the committee wished to ascertain how many students were aware of the programs, how many attended, and what perceptions they had concerning the quality of the various performances.

In general those who attended South Campus plays, concerts, art shows, and the like, felt that the experience was worthwhile and the quality good. The most disturbing factor brought out by survey results was a lack of awareness of the various programs on the part of students, faculty, and the community. This finding provided the basis for the study's major recommendation, that the South Campus must do a better job in advertising its arts programs and in developing greater student and community awareness. Additionally, the subcommittee felt that the funding for the various departments involved should be studied, to see whether the quality of the performing arts activities at the South Campus could be substantially improved with additional financial support.

BACKGROUND

Because of the importance that the South Campus places upon its creative and performing arts program, it was decided to include Art, Drama, Music, and the Performing and Visual Arts Center (PAVAC) in the campus self-study. As a leader of the cultural community in its service area, responding to increased interest in the arts, the South Campus has been expanding its activities in this field since its inception. The self-study provided the campus with an opportunity to investigate the operation of these programs in depth and to centralize information useful in encouraging further participation in the arts. Additionally, it is incumbent on any institution to periodically assess its programs in order to evaluate their effectiveness and to make suggestions for improvement. This is particularly important in an area as subject to change as the creative and performing arts.

A brief survey of the 1984-85 Humanities Calendar indicates the range of cultural activities and opportunities available to students at the South Campus. The full calendar is contained in the study's separate resource files.

November 1-4:	"One Flew Over the Cuckoo's Nest" (PAVAC)
November 1-9:	Mexican Contemporary Artists (Art)
November 14-30:	Contemporary Southern Landscape Photography (Art)
November 16:	Caravan/Juba/ Choir (Music)
December 5-8:	"The Miracle Worker" (Drama)
December 10:	Christmas Concert: Community Chorus/Orchestral College Choir (Music)
December 11-12:	Showcase, PAVAC
January 18:	Faculty Recital (Music)
February 6-9:	"The Lark" (Drama)
March 15:	Showcase: Percussion/Piano/Woodwind Ensembles (Music)

As this list indicates, the arts are widely represented at the South Campus. They are, however, often misunderstood. To many Americans they are puzzling, and people have ambiguous feelings about art, music, or drama. There is an all-too-prevalent feeling that culture in those terms is something to be avoided as dull or incomprehensible. It is often thought of as "highbrow" and uninteresting.

In a joint survey conducted by the Opportunities for Individual Achievement (OIA) Committee, students were asked to indicate their interest levels in drama, music, and dance. Approximately one-third of those contacted were not at all interested in the programs being presented at the South Campus. This figure is similar to that of students who were asked why they did not attend campus shows, plays, dance recitals, and the like. Forty-eight out of the 161 students surveyed (30%) said they were not interested. Viewed from another perspective, however, this lack of interest may reflect a lack of understanding of the true meaning of what the arts are about.

The arts are basically spiritual in nature: an approach to life that is an exploration of the human condition and how one can become a more significant person. The arts actually lie at the heart of the educational experience and add meaning to the learning process, since through them students are provided avenues by which they can better know themselves.

Beginning in 1966, even before moving into the permanent buildings at its present location, the South Campus offered opportunities to students in the creative and performing arts. Theater performances were held on the stage of a local high school; art and drawing classes were offered in makeshift quarters; and the Music Department began sponsoring various performing organizations which continue to this day, such as the Jazz Ensemble, the College Choir, and the

Community Chorus. Since that time, numerous further opportunities have been offered at South Campus for appreciation of and participation in the creative and performing arts, as will be detailed in the following section of this report.

In addition, recognizing a need to encourage the talents of younger students in the area, the South Campus in 1981 joined in the creation of the Performing Arts and Visual Arts Center (PAVAC). PAVAC is a joint venture between Miami-Dade Community College and the Dade County Public Schools system which identifies particularly talented high school students and provides them with the opportunity to perform in a variety of artistic endeavors, particularly in drama and dance. The South Campus is presently the host facility for PAVAC, drawing participation from students from throughout the Dade County Public Schools system.

In order to assess these programs, a subcommittee of the Opportunities for Individual Achievement Committee study group was formed. The subcommittee consisted of representatives from the four areas of interest as well as members of the general faculty. The subcommittee decided to concentrate on two primary tasks. The first task was to collect information concerning the four programs in order to provide histories and background sketches of their operations. This information was drawn upon when analyzing the strengths and weaknesses of the programs and served as a basis for recommendations for improvements. Four committee members with expertise in each of the areas were delegated to prepare these histories.

The second task the subcommittee defined was to assess the impact of the performing arts upon students of South Campus. To accomplish this, the

subcommittee developed a series of questions which were submitted to the OIA Committee for inclusion in its general student survey. The historical information contained in the background studies, together with an analysis of these survey results, provided the basic data for this report.

Art

A brief review of some of the offerings contained in the current College catalog reflects the variety of offerings available to students in the South Campus Art Department. (The full list of course offerings is contained in the study's separate resource files. For the purpose of this report only those courses which are creative in nature are considered.)

The two basic art courses are ART 1201 and 1202, Beginning Design. Together they comprise 12 hours of laboratory work in which the student develops a sensitivity to form, color, and texture through exploration of a variety of tools and different materials. Because these background courses are so critical for further development, students are allowed to repeat ART 1202 for credit as they see fit.

After successful completion of these basic courses, students advance to experimentation with varying forms of expression. Among the advanced creative courses offered by the Art Department are Drawing and Figure Drawing, Crafts, Ceramics, Fabrics and Fibers, Jewelry and Metalsmithing, Painting, Photography, and Sculpture. In all instances these courses may be repeated for credit so that students may progress at their own pace, with the assistance of professional instructors.

The South Campus Art Department has also been instrumental in initiating a lecture series for students and the community, beginning in its earliest days more than 20 years ago. The series, originally begun in cooperation with the University of Miami and North Campus, continues today. However, most visiting lecturers are sponsored entirely by South Campus and are usually represented by gallery exhibitions as well.

Besides these in-class activities, the community at large, as well as the academic community and students, have profited from South Campus gallery presentations. South Florida had few quality galleries and there was obvious need to uplift both quality and amount of exposure to nationally recognized art and artists. The South Campus helped to fill that lack by accumulating a permanent collection of quality works. In addition, many worthwhile shows have exhibited works of many diverse artists and areas of the world.

Beyond the cultural value of these presentations, the gallery functions as a teaching resource for both humanities and studio personnel, as well as the community. Students are given first-hand experience dealing directly with contemporary visual statements by nationally and internationally recognized artists. Obviously this is far superior to the more common classroom fare of slide and movie presentations.

The Art Department also provides open studio time in most sophomore courses in the art program, allowing students additional work with studio facilities beyond regular class hours. Further, elective studio courses can be repeated for credit by means of the DIS 2993 course designation, allowing in-depth involvement in a given discipline.

In addition to formal instruction in a studio setting, field trips arranged through the Art Department give students opportunity to experience works of notable artists and lecturers in the community. Since there are now several outstanding collections in the area, representing nationally renowned artists, the department is able to provide students the excitement of seeing the creations of accomplished artists first-hand. This off-campus program has been extended to include summer sessions and semesters abroad, in which students travel in Europe for studio and class involvement with European instructors and staff from Miami-Dade. (This Overseas Travel and Study Program is evaluated elsewhere report in this volume.)

Drama

In 1966, even before the South Campus was established at its present location, the College's theatre program began at Palmetto High School. Two plays were produced in the first year, "Red Shoes" and "The Life and Death of Sneaky Fitch," directed by Dr. Ilsa Earl and Professor Richard Ryder. At that time, the theatre acquired the name that it carries today, "The Caravan Players," derived from the fact that, in that first year, the plays were operated from the back of a trailer and toured Dade County.

The year 1967 marked the move to the present campus location. A tent was erected and four shows comprised the first season: "The Italian Straw Hat," "Liliom," "Don Quixote," and "High Button Shoes." Those early shows were directed by Dr. Earl and Professor Robert Levin. The tent was abandoned in 1968 for the first "in-door" facilities in the present site of the sculpture studio. The scene shop was adjacent, in the space which it still occupies.

The main stage in 6120 McCarthy Building was officially opened in the fall of 1971 with "Camino Real," directed by Professor Levin. An earlier, "unofficial" production of a series of one-act plays were performed a few months before.

The history of the South Campus Theatre has been marked by steady expansion. Today, the facilities include not only a main stage (in 6120), but a studio or lab theatre (5108), a scene shop (5120), and a complete costume shop (6111). The rear of the main stage contains extensive dressing room facilities and storage areas.

The stage itself is semi-proscenium type, with a large revolving turntable which permits special effects and unique scene changes. A major limitation is

the lack of "flies," high open areas above the stage which permit flying scenery and special effects. A light and sound booth is located at the rear of the auditorium, with a semicomputerized light board. The light booth and back stage are connected by a flexible intercom system. The theatre has seating for approximately 300 people.

Currently, the college theatre season includes five major productions featuring a variety of genres: farce, drama, musicals, and modern comedies. Studio and experimental shows augment the main stage offerings. The 1984-85 season included "El Grande de la Coca Cola" (in Spanish), "The Miracle Worker," "Forty Carats," and "The Crucible." Usually, one show a year is open to community participation. This year, "The Crucible" was designated for that function.

The faculty and staff include theatre specialists of every sort with extensive professional and academic preparation and experience. Four serve as directors. In addition, there are a scene and lighting designer, his assistant, a costume designer, and a choreographer.

Currently, the shows performed on the South Campus play to audiences of students, faculty and staff, and people from the South Campus service area. Attendance at productions is used extensively as a teaching tool in humanities and other classes. Approximately 1,800 to 2,000 people see each show. Visiting groups from local and private schools frequently attend. A recent show was "signed" for the deaf. An interested group, which is growing and becoming a regular part of the audience, comprises older retired persons, many of whom take advantage of matinee performances.

There are oridinarily seven performances of every show, including two matinees. One matinee, at 11:00 a.m. on Friday, is specifically intended for students who find it difficult to return to campus in the evening. The second

matinee closes the show's run on Sunday afternoon. Many older persons and others who find it difficult to drive at night find this performance attractive.

The fundamental goals of the theatre program are the same as those that initiated the theatre on the South Campus in 1966. Those goals are tied to the three-fold function of the community college:

1. To provide the first two years of college work and experience in theatre (the South Campus offers a full range of freshman and sophomore courses in every area of theatre);
2. To provide vocational and technical training in theatre; and
3. To serve the community by providing the opportunity to see and experience high quality theatre on a regular basis.

Music

Historically, Miami-Dade Community College has provided a curriculum to prepare the music major for transfer to an upper-division institution. To fulfill this goal, the College has offered courses of study which were implemented as a result of articulation with upper-division universities and colleges to meet degree requirements. These courses are intended to provide the training necessary to develop musicianship and to prepare the student for a musical career.

In addition, the College provides the community at large with programs which offer the opportunity for cultural enrichment. Many members of the South Dade community participate in campus-based performing organizations, such as Community Chorus, Community Jazz Band, and Community Orchestra. Public recitals and concerts, sponsored by the Music Department, are well attended by citizens in the community--another indication of the community's need to be involved in musical activities, as listeners as well as participants.

Opportunities for achievement for the musically talented are many. They may display performing skills regularly at recitals and forums. The most gifted

students are showcased once a year in a special "Honors Recital," for which they must qualify by audition before the music faculty. There is also an annual composition contest, with awards given to student composers whose compositions are performed at a special recital held for that purpose.

Visitation to local public schools is an important part of the department's recruitment program. Also, many of the South Campus music organizations perform throughout the community, at hospitals, nursing homes, shopping malls, the Youth Fair, graduations, social functions, and at the Orange Bowl. In 1981, the Caravan Singers performed at the Gusman Cultural Center, and in 1982 and 1983 at the Theatre of the Performing Arts on Miami Beach. The Opera Workshop has performed at the Community Center for the past three years. In December 1984, several musicians performed voluntarily at Baptist Hospital, the jazz organizations played for the South Campus Christmas party, and the Caravan Singers presented a program at the Columbus Hotel sponsored by the Lion's Club. On December 11, 1984, the Jazz Ensemble performed at the Krome Detention Center. During that same week, the Caravan Singers presented a program at Coral Reef Elementary School. In April 1985, the College Choir combined with the chairs of other campuses to present "Carmina Burana" at Gusman Hall. In 1985, South Campus music groups will be featured at the College's 25th Anniversary celebration.

Outside the community, the Caravan Singers took concert tours to Nassau, Freeport, and to Mexico during the Spring Term of 1983. In 1982 this same group performed at the World's Fair in Tennessee and again at Disney World in 1983. During the summer of 1985, the South Campus Music Department will send the Caravan Singers to Venezuela in a cultural exchange program sponsored by the International Lions Clubs. The Caravan Singers will exchange concerts with the cities of Valencia, Barinas, Barquisimeto, and Caracas. The world-famous Choral

Philharmonic of Valencia will be the featured musical group of Miami-Dade's Hispanic Heritage Week in 1985. The Caravan Singers and the Early Music Consortium perform yearly at the Madrigal Dinners.

The South Campus Early Music Consortium has also performed in past years at the Renaissance Fair, and was the only group to perform at the Winter Music Symposium in Gainesville and Tampa in both 1982 and 1983. In February 1985 the regional High School Band Contest was hosted by the South Campus Music Department. Not only did this provide service to the Dade County Public School System through the use of the facilities, but it is hoped that some of the students participating were thereby encouraged to choose Miami-Dade for their college study and training. An outstanding achievement for the South Campus Music Department in 1984 was the selection of the South Campus Jazz Ensemble, directed by John Georgini, as the number one community college jazz organization in the country. The Jazz Ensemble appeared in Dallas at the National Association of Jazz Educators Convention in January 1985. These performances by South Campus music organizations have done much to call attention to the quality of students and instruction at Miami-Dade.

Also a credit to the institution are the achievements of graduates in recent years. Among these are Hector Vazquez, who left Miami-Dade to study in New York and Paris and is now a member of South Campus part-time teaching staff; Joe Ford, who went on to graduate from Harvard with a Master's degree in musicology; Eddie Del Rio, who earned a music degree at the Cincinnati Conservatory after graduating from Miami-Dade, and now teaches for the South Campus; Victor Lopez, who won the Outstanding Teacher of the Year Award at Mays Junior High School in 1978-79; Shandy Sinnamon and Roger Shriver, who went on to cut records and are nationally known; and Desmond Childs, who "made it" in the big time in New York. Two South Campus graduates are now working on Master's

degrees in Early Music.

The Music Department has also developed some new organizations and courses in recent years. These include the Community Jazz Band, the Community Chorus, Opera Workshop, Juba Gospel Choir, Jazz Workshop, and a Jazz Improvisation course. Also offered is a course in Electronic Music, which allows individual applied instruction in this area. PAVAC students and those accepted into the Governor's Gifted Program have worked with an electronic synthesizer for two summers. A grant enabled a music faculty member to design a curriculum for Jazz Studies being implemented this year. Jazz Studies includes courses in music performance, sound engineering, Contemporary Jazz People, and improvisation. The Sound Recording program is one of the newest to be adopted at Miami-Dade's South Campus, offering hands-on experience to students interested in this field. This is one of only two such programs in the State of Florida.

The Performing and Visual Arts Center (PAVAC)

In Fall 1981, serious discussions were held between the Dade County Public Schools system (DCPS) and Miami-Dade Community College concerning the possibility of a joint venture which might lead eventually to the creation of a performing arts school. A number of existing conditions suggested that this was a favorable time for such a move.

First, DCPS had just completed the seventh year of an experiment which would have made Miami Northwestern Senior High a magnet school for the performing arts disciplines. Talented students in the tenth through twelfth grades were being bused to that location for intensive afternoon classes in the various arts disciplines. Most of the participants, however, were already Northwestern students from other location in the north sections of the county, and virtually none were coming from the South Dade service area. Northwestern

had the benefit of some excellent facilities, but it was clear that funds were not available to duplicate these in all of the high schools in the county. The magnet principle was sensible, but a more feasible site had to be found.

Miami-Dade, meanwhile, was experiencing some problems of its own, particularly under-utilization of space during the afternoons. Accordingly, the two systems came together to see whether the concept of advanced training for the talented might prove workable at the community college.

Several factors contributed to the decision process. Miami-Dade could offer well-trained professionals, generally more commodious facilities than could be found at any single high school, and more importantly, college credits, which would permit talented youngsters a head start on the road to a career in the arts.

A further consideration was that in such a dual-enrollment venture, both systems would profit from the FTE count, though this was not the major consideration. Projecting into the future, administrators from both groups were quick to see that the most significant development that might come from this joint sponsorship would be its genuine contribution to the cultural growth of South Florida.

Additionally, the planners recognized that far too many of the county's most talented young people were leaving Dade County because more attractive opportunities were available at institutions in other areas. There simply had never been sufficient inducement for them to remain in the Miami area if they were seeking highest quality education in the arts without having to pay the exorbitant costs of training at private universities.

The decision was reached in early 1982 to house the program at Miami-Dade's South Campus. Students of exceptional talent would be invited to audition. Those accepted would have four periods of academic subjects in their home

schools and would then be bused to the campus, where for three hours in the afternoon they would be given sophisticated college-level training in one of five disciplines: music, musical theatre, theatre, dance, and the visual arts.

A Miami-Dade faculty member with broad knowledge in the liberal arts as well as professional experience in theatre was selected to coordinate the program. Staffing comprised both DCPS and Miami-Dade personnel, carefully screened and recognized as outstanding in their fields. (An obvious motivating factor for the faculty was the opportunity to teach their crafts, something not always possible, at least not on the level allowed by the presence on campus of dedicated young people with high professional goals.) The program at Northwestern was to continue, but it soon became apparent that the dual-enrollment concept, which was being rapidly implemented at South, would have to be paralleled at the North Campus.

Accordingly, as the 1982-83 academic year began, PAVAC was officially inaugurated under the joint sponsorship of Miami-Dade and DCPS. The South Campus offered a full curriculum of five disciplines and enrolled approximately 130 students in its first class. North Campus PAVAC opened its doors to approximately 75 students with a partial curriculum of three disciplines (theatre, musical theatre, and the visual arts), while dance and instrumental music remained at Northwestern.

The designers of the program on both campuses and in the DCPS were in complete agreement about the goals PAVAC was in a position to realize. First, PAVAC would provide the highest quality training possible in the five artistic disciplines. Emphasis would be on career orientation, not simply enrichment. Professionals would be teaching young, aspiring professionals. Wherever feasible, recognized artists would be brought to the campuses to present master classes and lecturers.

Second, the fifteen hours per week would carry dual credit. Students would receive elective credits at their home schools, which would count the time spent on campus as the fifth and sixth high school periods. Since the contractual agreement between the two systems called for a maximum of fifteen credits per academic year, only part of the fifteen-hour week would be devoted to actual College courses. To fill the gap, the designer of the program began to create basic professional skills courses in the several disciplines which would prepare students for the challenge of advanced, college-level work.

Third, optimal accumulation of forty-five college credits by PAVAC students entering as high school sophomores and remaining in the program would virtually guarantee an accelerated college degree.

Fourth, an increasingly significant percentage of students graduating from the program would be encouraged to remain at Miami-Dade in order to complete the Associate's degree, thus assuring themselves that all credits earned would be transferable.

Fifth, PAVAC would offer students facilities not available at any one high school site.

Sixth, by drawing from the best in the DCPS and at Miami-Dade, PAVAC could be certain to attract a faculty impossible to duplicate at any one school.

In order to ascerain whether or not these goals were being achieved, PAVAC invited an evaluation team to come to Miami and inspect the program at the end of the 1983-84 school year. Members of the evaluation group came from the School of Music of the University of Michigan, the Interlachen Music Camp, the Kennedy Center for the Performing Arts, the Houston School for the Performing and Visual Arts, and the North Carolina School of the Arts. For this visit, PAVAC/South combined forces with PAVAC/North for a dance concert held at the Hyatt Regency Hotel. The evaluators were impressed by the program as a whole

and by the concert in particular, as tangible proof that Miami could boast of a professional school that might one day rank with the best in the nation.

Earlier in the year, PAVAC students had performed before Florida Governor Bob Graham and been heard by members of the Dade County legislative delegation. Encouraged by the then Miami-Dade Vice President for Public Affairs, the legislators introduced a bill that would change the name of PAVAC to the South Florida School of the Arts. The bill passed by a substantial margin, and at present everyone involved in the program is working toward one major goal: the advent of that school within the next few years, housed in one building, containing the best facilities obtainable for the training of professionals in the performing arts.

RESULTS AND CONCLUSIONS

According to a national survey recently reported in The Miami Herald (December 10, 1984), the median attendance at cultural events per person was approximately twice a year for classical music, opera, and dance, three times a year for theatre and popular music, and once a year for museums. Movies had the highest median attendance: four times a year. These low figures suggest the challenge facing the arts on the South Campus, but with an additional problem: awareness. While the South Campus has a wide variety of offerings in the arts and a large number of performances and shows, the number of people actually attending has been, with some major exceptions, disappointingly low. Additionally, many students are unaware of the opportunities in the arts available to them on the South Campus.

In order to assess the impact the arts have on the South Campus, the study subcommittee submitted a series of questions for inclusion in the OIA general student survey. The first concern of the subcommittee was to determine the extent of student awareness of the programs being offered in the arts at the South Campus. From a general list of activities, students were asked to indicate which arts programs they were aware of before they came to the South Campus. Included in the list were PAVAC, Drama (Theatre), Chorus (Singing Groups), Student Art Shows/Exhibitions and Music (Jazz, Concert, Orchestra). A total of 279 students responded to this portion of the questionnaire and, by using demographic data contained in the survey, it was ascertained that 179 of these had 30 or less credits at Miami-Dade South and 100 had more than 30 credits. Table 1 shows the number and percentages of "yes" and "no" responses, indicating awareness or lack of awareness of the programs.

Table 1

Student Awareness of Arts Programs at South Campus Prior to Enrollment

Students with 30 credits or less (N=179)

	PAVAC	DRAMA	CHORUS	ART	MUSIC
"Yes" Responses					
Number	41	108	70	44	81
Percent	22.9	60.3	39.1	24.6	29.0
"No" Responses					
Number	138	71	109	135	98
Percent	77.1	39.7	60.9	75.4	71.0

Students with more than 30 credits (N=100)

"Yes" Responses					
Number	24	57	37	31	55
Percent	24	57	37	31	55
"No" Responses					
Number	76	43	63	69	45
Percent	76	43	63	69	45

In order to determine the effectiveness of on-campus publicity of the campus programs, the student survey asked: "Since you have become a student at the South Campus, which of the programs listed have you become aware of?" The

response list included the arts programs from the previous question. The results are presented in Table 2 in the same manner as in the previous table.

Table 2

Student Awareness of Arts Programs Since Coming to the South Campus

Students with 30 credits or less

"Yes" Responses	PAVAC	DRAMA	CHORUS	ART	MUSIC
Number	42	18	29	46	41
Percent	30.4	25.4	26.6	34.1	41.8
"No" Responses					
Number	46	53	80	89	57
Percent	69.6	74.6	73.4	65.9	58.2

Students with more than 30 credits

"Yes" Responses					
Number	26	17	18	29	21
Percent	34.2	39.5	28.6	42.4	46.7
"No" Responses					
Number	50	26	45	40	24
Percent	65.8	60.5	71.4	57.6	53.3

In terms of actual attendance at shows, plays, performing arts recitals, art exhibits, and the like, a high percentage of respondents had not attended any performances at the South Campus. The urban character of the campus may explain this phenomenon, but the results are none-the-less disappointing. When asked whether they had attended a performance or exhibit since becoming a student at South Campus, slightly over half reported that they had never attended an on-campus performance. By extrapolation, and assuming that each of the credit breakdowns account for approximately one-half of the students on campus, it may be concluded that some 50% of the student body has never attended an on-campus performance at the South Campus. This would translate into something over 8,000 people, if only credit-seeking students are considered. The total sample was 277, which may not be large enough to draw firm conclusions, but it does indicate that large numbers of South Campus students are not taking advantage of the opportunities to attend programs being offered by the various arts departments.

A summary of responses to the attendance survey is contained in Table 3. Again, there is little distinction between those with 30 or less credits and those with 31 or more, except a much higher rate of complete non-attendance among students with 30 or less credits.

Table 3

Student Attendance at Shows, Plays, and Other On-Campus Performances (N=277)

Number of Events Attended	All Students		Student by Credits	
	Number	Percent	30 or less	31 or more
none	140	50.5	109 (39.4%)	31 (11.1%)
1 - 5	125	45.1	65 (23.5%)	60 (21.6%)
6 - 10	8	2.9	2 (.7%)	6 (2.2%)
10 or more	4	1.4	1 (.3%)	3 (1.1%)

In order to determine why students are not attending South Campus arts programs in greater numbers, the following item was included in the OIA survey: "If you have not attended a theater play, performing arts or musical performance, or art show while a student at the South Campus, please indicate one reason why." Possible response options were: no interest; conflicts with class schedule; conflicts with job; family responsibilities; unaware of performance dates, times, or location; and other reasons. The greatest single reason for non-attendance given was lack of interest (29.8%). A similar number of students (26.7%) were unaware of the events, and (24.2%) had family or job conflicts. This would seem to indicate that better scheduling and more publicity could lead to higher attendance at the campus performances.

This was borne out in the results of a related question asking whether students felt that the arts programs received enough publicity. Out of 277 respondents, nearly half (43.4%) felt there was not enough publicity; 26.9% felt

there was; and 29.7% were not sure. It is also interesting to note that when students were asked about specific programs, the stated level of interest increased.

The OIA survey divided the arts programs into four categories--Drama, Music, Dance, and Art Shows--and asked students to indicate their interest level for each. Table 4 indicates responses to this item.

Table 4

Student Interest Level in Specific Arts Programs

Level of Interest	Drama		Music		Dance		Art Shows	
	No.	%	No.	%	No.	%	No.	%
Very Interested	40	15.2	64	24.2	60	27.1	58	21.1
Somewhat Interested	121	46	97	30.7	62	28.1	102	38.8
Not Interested	75	28.5	81	30.7	78	35.3	71	27.1
Not Sure	27	10.3	32	12.1	21	9.5	31	11.8
Totals	263		274		221		262	

If the very interested and somewhat interested are added together from Table 4, well over 50% of the students expressed interest in the arts programs.

Although a significant number of South Campus students do not actually attend arts programs on campus, they do recognize that the College has programs

for students with unique talents. A general question on the OIA survey asked: "Do you feel that the South Campus offers the student with special talents and abilities an opportunity to enhance and improve those skills?" This question was included to assess all opportunities for individual achievement, but the response does indicate that many South Campus students are aware that the College is making an effort to accommodate students with artistic ability. Of the 293 responses to this question, 187 (63.8%) replied affirmatively, 18 (6%) negatively and 88 (30%) were not sure.

Generally speaking, students also felt that the quality of the performances was good. Students who actually attended an on-campus arts performance were asked to rate the quality of the performance. Of the 155 respondents, 17.4% rated the quality as very high; 56.1% as somewhat high; 12.3% somewhat low; 4.5% as very low; and 8.4% were not sure.

In summary, it may be concluded that the creative and performing arts programs on the South Campus are fulfilling a genuine need in the South Dade service area of the College and that PAVAC and the various departments involved are providing students with meaningful artistic experiences. The one major area of concern is the lack of student and community awareness of the opportunities available in the arts on the South Campus. On the other hand, this can also be viewed as a challenge to all those involved to work to ensure greater numbers of participants in South Campus' cultural experiences in the future.

RECOMMENDATION AND PROJECTIONS

While numerous suggestions for improvements in the creative and performing arts at the South Campus have been offered in the body of the foregoing report, the four broad recommendations are those which the study subcommittee regards as priorities.

Recommendation 1: The South Campus should make a greater effort to inform students, faculty, and the community about the cultural opportunities available on campus, and to educate them as to the worthwhileness of attendance at these activities.

Of all the findings obtained from the OIA student survey, none was more urgent than the need to publicize the creative and performing arts programs being sponsored by the South Campus. Additionally, the high percentage of students expressing disinterest in creative and performing arts offerings indicates clear need to increase the motivation to attend in their potential audience. Special responsibility lies with the Humanities Division to implement this recommendation, but it is incumbent on every level of the campus to assist in this effort.

Recommendation 2: Additional South Campus activities in the creative and performing arts should be scheduled at off-campus locations such as public schools, clubs, and condominiums.

Because of the changing character of the South Campus service area, and because the arts should be experienced by as many as possible, the South Campus should conduct a comprehensive study of possibilities for increasing its off-campus performances.

Recommendation 3: The South Campus should consider adding specific performance organizations to its cultural programs, to include such minority groups as Indian, Central and South American, and Caribbean.

Considering the number of specific minority groups now on campus, a study should be made of the possibility of recruiting performing organizations which would represent a variety of ethnic backgrounds (e.g. a steel drum band, a Mariachi band, and the like). This should enhance the goal of increasing student interest in the performing arts, by attracting both peformers and audiences from involved minority groups.

Recommendation 4: A study should be made of the adequacy of existing College funding for programs in the creative and performing arts programs.

The study subcommittee was unable to determine the extent to which present funding is adequate for budgetary needs in the creative and performing arts, or how expanded performance activities would have impact on these programs. A task force should be constituted in the Fall Term of 1985 to study these matters and make recommendations regarding them to responsible South Campus administrators by the end of the 1986 Winter Term.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 4

THE DISTINGUISHED VISITING PROFESSOR SERIES

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This report presents the findings of the evaluative study of the South Campus Distinguished Visiting Professor (DVP) Series, operated as part of the Miami-Dade Emphasis on Excellence Program since 1979. Principal goals of the DVP Series are to bring distinguished national figures in the sciences, humanities, and other fields to the College as guest lecturers, and to allow students and community members to question and interact with these visitors. The program is particularly intended to provide stimulation and growth experiences for advanced and academically superior students. The program also includes forums and specialized symposia on such significant issues as the Nuclear Dilemma, the Information-Based Society, and the Shape of the Future. The distinguished visitors have included such well-known figures as Edward Teller, Michael DeBakey, James Baldwin, Joshua Logan, Kurt Vonnegut, and Leon Goure.

The principal objectives of the study were to measure and evaluate the awareness and familiarity with the program and its offerings on the part of South Campus students and members of the campus' adjacent community. Levels of interest in program activities by these groups, and their attendance of program events, were also evaluated. Data for these analyses were obtained through questionnaire surveys, and were augmented by observations and suggestions obtained in interviews with selected faculty.

Overall, the study found that the DVP Series is well-organized, well-received, and is meeting the goals to which it is addressed. At the same time, significant lack of awareness of program purposes and events was found among some target groups, and several possibilities for improved scheduling, programming, and support were identified. Measures proposed for accomplishing

these improvements are contained in the study's recommendations, together with plans for their implementation.

DESCRIPTION OF PROGRAM

The Distinguished Visiting Professor Series (DVP) is a program under the broader umbrella of Miami-Dade's Emphasis on Excellence Program, which was established in 1979. Completing its sixth year in 1984-85, the major goals of the DVP Series have been and continue to be:

1. To bring the College's advanced or academically superior students into contact with distinguished national figures in the arts, sciences, humanities, and other fields, who are recognized as the finest minds in their respective fields of expertise. This contact includes opportunity for students to question these guest lecturers first-hand, and to have their questions and concerns addressed immediately.

2. To provide the College's faculty an opportunity to interact with some of the outstanding academic leaders of our time. Faculty are encouraged to suggest possible speakers to the DVP Committee.

3. To offer the Dade County community the opportunity to attend lectures and interact with DVP guest lecturers in an academic setting, and to allow community members to question these speakers on important issues.

A collegewide DVP Committee was formed in 1978 to develop a list of appropriate speakers in relation to programs of the College, interests of students, faculty and community, funds available, and the availability of the speakers. In the Winter Term of 1979, the College selected a series of distinguished visiting lecturers to appear during the 1979-80 academic year, who would represent a wide range of significant subjects and issues. The first two lecturers brought to the College were Dr. Edward Teller and Dr. Luis Adolphus Siles Salinas.

The calendar of speakers in 1980-81 included:

Dr. O. Carl Simonton	Medical Director of the Cancer Counseling Research Center, Ft. Worth, Texas.
Lendon Smith	Popular author, lecturer and proponent of health maintenance. A practicing pediatrician for more than thirty years.
Paul Ehrlich	An internationally-known biologist, consultant and advisor. Recognized for his work on population growth, evolution, ecology, and the study of insects.
Dr. Michael DeBakey	Surgeon, teacher, innovator, and medical statesman.

Entering the 1981-82 year, the DVP committee found student response highly enthusiastic, while the faculty recognized the series as a challenging learning experience. Community organizations offered wholehearted support and began to express a desire to co-sponsor speakers.

1981-82 speakers covered such subjects as medicine, drama, music, contemporary literature, politics, and fashion. This year's speakers included:

Luis Aguila Leon	A recognized expert on Central and Latin American issues and contemporary affairs.
John Reinhardt	Former Ambassador to Nigeria and former director of the International Communication Agency.
Yvonne Brathwaite Burke	Former California congressman and practicing attorney.
Jonathan Miller	Author, singer, producer, director, and doctor of medicine.

By 1982-83, it had become apparent that the DVP Series was an important component of the Emphasis on Excellence Program, and was encouraging students to excel in their studies and contributing to their quest for knowledge.

Drawing upon recommendations from College faculty, the 1982-83 DVP Series

placed emphasis upon offering a combination of professional figures and well-known speakers. Accordingly, though not exhibiting a preponderance of "star names," the roster included a number of academicians noted for excellence in their fields who were able to spend substantial time with faculty and students.

In 1982-83 the DVP Series speakers included:

Robert McKnight	Florida Senator who has lobbied extensively for medical reforms.
Richard Valeriani	Well-known NBC correspondent whose assignments have included coverage of the Falkland Island crisis.
James Baldwin	A major American literary figure, whose collection of novels reflects the Black American experience.
John Ciardi	A dominant force in American poetry for more than 25 years.
Michael Ambrosino	President of Public Broadcasting Associates and an award-winning producer with a reputation for excellence in television programming.

For the 1983-84 DVP Series, the theme selected was "The Shape of the Future," and the series introduced the concept of specialized symposia, one on the Nuclear Dilemma, and one on the Information-Based Society. 1983-84 speakers included:

Joshua Logan	Pulitzer Prize-Winning playwright and well-known Broadway producer, an outstanding innovator in the American theatre.
Leon Goure	Expert on Soviet Civil Defense and an advocate of civil defense preparedness, who also participated in the DVP Nuclear Dilemma Symposium.

Joanna Wragg	Member of the Editorial Board of the Miami Herald, who gave seminars on expository writing.
Grace Murray Hopper	Oldest active member of the U.S. Naval Reserve, Captain Hopper programmed the first computer in the United States.

By 1984-85, it became apparent that the DVP Series was able to attract to the College some of the finest minds available. Faculty, student and community response to the program was extremely favorable, and the College continued to emphasize the importance of the Series as a means of providing a forum for the ideas of people who have distinguished themselves in a variety of occupations and professions.

In 1984-85, a special year for the College since it marks its 25th anniversary, the DVP Series presented three main subject areas:

1. Life in the Information Age. This one-day presentation previewed the future in the field of computers, showing how they work and what should be known about them. The speaker was Dr. Joseph Deken, Professor of Statistics at the University of Texas, who discussed the "Impact of the Computer in Shaping Our Future Society."

2. The Economy for the 80's - Not Business as Usual. This program presented three reknowned reknowned specialists: Dr. Sulley Blotnick, author of the 25-year study entitled The Corporate Steeplechase ; Mr. Brett Kingstone, author of The Student Entrepreneur's Guide , who maintained that all one needs to become a member of the new breed is good ideas, enthusiasm, and energy; and Barbara Gardner Proctor, Chief Executive, Founding President, and Creative Director of Proctor and Gardner Advertising, a specialist in marketing corporate concepts.

3. Writers and the World Around Them. The week of April 15-18, devoted to this theme, consisted of a series of lectures, workshops, and small-group presentations by distinguished poets, artists, and novelists. The writers shared their views on the human elements of characters, how society affects their writings, and the writer's involvement with own characters. Distinguished Visiting Professors participating in the week devoted to this special topic were:

Kurt Vonnegut	One of America's most celebrated writers, author of Slaughterhouse Five, Player Piano, Cat's Cradle and Jailbird. His latest work, released in 1982, is entitled Deadeye Dick.
Nora Ephron	Nominated for an Academy Award for her screenplay Silkwood.
Don Wright	Pulitzer Prize winning editorial cartoonist for the Miami News.
Derek Walcott	Acclaimed poet whose celebration of black Caribbean culture has brought him world-wide influence.
G. Cabrera Infante	Called "The quintessential Cuban writer of his generation," whose works capture the atmosphere of pre-revolutionary Cuba with playful mastery of word manipulation.

Finally, as part of the 1984-85 DVP Series, the South Campus art department sponsored an artist lecture series in October 1984, in conjunction with observance of the College's Hispanic Heritage Month. Works of five contemporary Mexican artists were exhibited in the new South Campus gallery. The exhibit was curated by Helen Escobedo, Director of the Museum of Modern Art in Mexico City, who also lectured and met with students concerning the exhibit.

Currently, the DVP Series operates under a grant from the National Endowment for the Humanities, as well as receiving funds from Miami-Dade Auxiliary Services.

As apparent from the foregoing, during the past six years the DVP Series has developed into a program highly regarded by South Florida academicians and the community. The quality of speakers that the Series has attracted has brought tremendous attention to the College and its Emphasis on Excellence Program. With this acceptance, it is imperative that the momentum generated during these six years be continued, and that the College maintain the high quality of speakers and programs for which the DVP Series has become known.

HOW THE STUDY WAS CONDUCTED

The South Campus DVP Self-Study Subcommittee determined that it would be difficult to reach conclusions as to the effectiveness of the DVP Series alone in attracting superior or academically advanced students to the South Campus, since collectively, it is the entire Emphasis on Excellence Program which is accomplishing that goal. However, study findings leave little doubt that superior students have received a great deal of benefit from the series.

The principal purpose for inclusion of DVP in the Miami-Dade 1984 Institutional Self-Study was to determine: 1) whether entering freshmen students are aware of the program; 2) whether currently enrolled students are aware of DVP lectures; 3) whether faculty and administrators are aware of the selection process for speakers and of their privilege to participate in nominating speakers; 4) how publicity for the DVP Series in the community can be improved or expanded; and 5) what future directions the DVP Series should take to ensure that the successful six-year history of the program will be maintained at its high level of achievement.

The DVP subcommittee, composed of five members and directed by the Opportunities for Individual Achievement (OIA) Committee chairperson, contributed questions to the OIA student survey, in an effort to determine the level of awareness of the DVP series among the target groups. Faculty members, selected at random by members of the subcommittee, were interviewed to determine their perceptions of the strengths and weaknesses of the DVP Series, and were requested to offer suggestions or recommendations. Finally, the administrator of the DVP Series, as well as some members of the DVP selection committee, were interviewed by subcommittee members.

The student survey was primarily a checklist questionnaire, but also

included fill-in questions. The survey was administered during normal class hours, with the cooperation of instructors. Results were processed by the Office of Institutional Research, with breakdowns provided according to the number of credits the student had completed (more or fewer than 30).

RESEARCH RESULTS

Student Survey

Five questions contributed by the DVP subcommittee to the Opportunities for Individual Achievement student survey provided data on students' familiarity with the DVP Series and their perceptions of it. Responses to these questions are summarized in this section.

Asked whether they had been aware of the DVP Series prior to enrolling at the College, 64 of the 279 responding students (22.6%) indicated that they had been. The remaining 215 (77.4%) had not. Those in the latter group were then asked whether they had become aware of the series following enrollment. In this case, 81 of the 215 (37.6%) had become aware, but 134 (62.4%) were still unaware of the series. While the latter data indicate definite success of on-campus publicity for the DVP program, it appears that the large majority of the South Campus' students may not be aware of its offerings.

In response to a request to indicate their level of interest in the DVP Series, 68 of 251 responding students reported that they were very interested, 100 were somewhat interested, 57 were not interested, and 26 were unsure. Combining the first two categories, 67% expressed interest in the series, which the subcommittee considered strong.

In regard to familiarity with the DVP Series, 20 of 278 responding students indicated that they were very familiar, 82 were somewhat familiar, but 43 were largely unfamiliar. An additional 123 were totally unfamiliar with the program, and 10 were not sure. Since those indicating lack of familiarity comprised 61% of the students surveyed, consideration should be given to increased support of the DVP program by faculty, through such means as class announcements and possibly by dismissal of classes to attend DVP events.

Finally, as further measure of familiarity with the program, the survey asked students how many guest lecturers they believed had appeared during the past academic year as part of the South Campus DVP Series. The correct answer for the 1983-84 program was the 10-15 category, selected by only 33 of the 238 respondents. The remainder greatly underestimated the frequency of these DVP events, with 112 respondents estimating that five or fewer guest lecturers had appeared, and 93 others estimating between six and ten.

Students were also asked whether, if they had attended the DVP Nuclear Dilemma Symposium, they had found it beneficial. Of the 84 survey ed who had attended, 75 (89%) ranked it as either somewhat or very beneficial.

Faculty Interviews

Several faculty at the South Campus were interviewed at random by members of the DVP subcommittee. Significant comments received from these faculty interviews included the following verbatim statements:

- Students are often unable to attend DVP sessions because of class conflicts.
- Faculty have difficulty in attending DVP events because of conflicts with classes, advisement, and required office hours.
- DVP is an excellent opportunity for faculty to be able to interact and to be exposed to distinguished speakers.
- A strength of the program is the opportunity for all faculty to recommend speakers.
- There is need for more long-term visits by DVP speakers and more attempts at a theme of a particular subject, such as the Nuclear Dilemma Symposium.
- The DVP Series contributes in a positive way to the image of the College.
- Support committees for DVP speakers need more planning time for the preparation of DVP visits.
- Publicity for in-coming speakers needs to be initiated earlier.

- A close screening of speakers who would appeal more to the general student body—not necessarily attempting to bring in the "big name" speakers.

- A look at the possibility of having DVP sessions in the evening hours so that more faculty and community members could attend.

Administrative Interviews

Interviews with the chief administrator of the DVP program, as well as the chairperson of the DVP support committee for each campus, brought the following comments and suggestions:

- There is a need for increased cooperation between campuses in making appointments for support committees.

- Planning for DVP speakers should be done over a two-year period, when possible, so that there is more time for publicity and logistical arrangements.

- There should be more long-term visits and in-depth topic presentations, such as the Nuclear Dilemma Symposium.

- Miami-Dade should explore the possibility of purchasing advertisements in newspapers and magazines about the DVP visits.

RECOMMENDATIONS AND PROJECTIONS

Overall, the DVP subcommittee found that the DVP Series has been extremely well-organized and has provided many quality speakers and guest lecturers. Miami-Dade should continue to place emphasis on the DVP Series, as it gives the College a unique distinction of having such a program at the community college level. The recommendations offered below are intended to assist the DVP Series in maintaining its high level of quality and benefit to the College and its neighboring community.

Recommendation 1: Increased efforts should be made to promote awareness of the DVP Program in the high schools, particularly targeting academically talented and superior students, as a means of attracting them to the College.

The South Campus Director of Recruitment, through discussions and efforts with the District Director of Recruitment, should devise a brief DVP Program narrative and/or information brochure to be regularly used in visits to high schools by the College's recruitment team.

Recommendation 2: Increased efforts should be made to evaluate the on-campus publicizing of the DVP Series, including an emphasis on faculty cooperation in announcing DVP offerings in classes and encouraging attendance at DVP activities.

Members of the South Campus DVP support committee for 1985-86 should meet with representatives of the College's Community Relations and the South Campus Marketing offices to discuss methods of publicizing DVP events to the general student body. Also, the Faculty Senate and the Dean of Academic Affairs should regularly encourage faculty to announce DVP events in classes and to offer incentives for student participation, such as extra-credit reports.

Recommendation 3: Further study is needed of the possibility of offering DVP speakers in the evening hours, in order to make the program more accessible to daytime students, faculty, and the community.

The DVP Planning Committee should schedule some guest lectures during the 1985-86 year in the evening hours so that attendance and publicity benefits may be evaluated.

Recommendation 4: Whenever possible, time allotted for the DVP support committee for planning, and for arrival and logistical arrangements should be increased.

Administrators of the DVP Series should attempt to appoint members of the DVP support committees as early as possible, so that members may have as much time as possible to finalize all arrangements of the speakers for whom they are responsible.

Recommendation 5: Longer stays for certain DVP speakers should be considered, as well as future "theme" or in-depth symposiums on pertinent issues.

A collegewide committee should be appointed to discuss the feasibility of scheduling certain DVP speakers to appear at each campus for a period of several days. Also, based on the success of the Nuclear Dilemma Symposium held in the Spring of 1984, the DVP Series should consider holding one major symposium each academic year.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 5

OVERSEAS TRAVEL AND STUDY PROGRAMS

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This investigation, one of the eight South Campus Opportunities for Individual Achievement (OIA) evaluations, concentrated on the Overseas Travel Study Program. This program was selected for evaluation because of its uniqueness, because of growing interest in overseas travel, and because it had not been systematically evaluated heretofore. It was felt that the 1984 self-study provided beneficial and timely opportunity for such assessment.

In order to reduce bias, a chairperson for the study subcommittee was selected who had no vested interest in the program, and subcommittee members were selected on the basis of personal detachment from the possible study results. The subcommittee participated in development of the general OIA student survey questionnaire and utilized data received from its returns. In addition, program participants were surveyed for their reactions, as were faculty who had been involved. These respondents were asked specific and open-ended questions in order to elicit recommendations and suggestions for improvement.

In general, it was found that the Overseas Travel and Study Program was progressing in a satisfactory manner. Students were supportive and felt that their experiences in the program were worthwhile. Students who had not participated in the program showed limited awareness of its existence and services, though familiarity increased with length of enrollment at the South Campus. Increased publicity for the program in local high schools and on campus was recommended. A major recommendation was that the program be expanded. Increased publicizing of the program should assist in making this a reality.

BACKGROUND

Program Objectives

The South Campus Overseas Travel and Study program is an element of the College's continuing effort to create and maintain innovative academic alternatives for its students. The program is an academic residential activity designed to offer students opportunities to live and study in other countries, thereby adding an international and cultural dimension to their educational experiences.

The program was initiated in the late 1960's as a result of growing awareness that concerns with interdependency among nations and the impacts and implications of such relations are essential parts of the community college's mission. Overseas academic programs are a prime component of international education, seeking to provide the student with an enhanced level of global awareness and the satisfaction of having lived in and developed insight into a foreign culture.

In 1979, the report of the President's Commission on International Education called for increased emphasis on foreign language training and cross-cultural relations at the college level, so as to expand the roles of these in international education. Miami-Dade Community College (M-DCC) responded by further expanding its existing programs in these areas.

The major goal of the South Campus Overseas Travel and Study Program is to provide students with an opportunity to experience, first-hand, concepts and elements of academic courses with international implications, in their natural settings. A second goal is to provide students with an enhanced level of global awareness and involvement. Thus, rather than merely observing films and slides, or listening to lectures, students experience course concerns directly and

personally.

Stages in Development

In the late 1960's, Miami-Dade began to explore the possibilities for developing opportunities for study abroad as part of the College curriculum. In January 1971, the College sent its first students overseas to participate in a semester of studies in France. At first, students were enrolled in a host institution in that country. Eventually, by means of a consortial agreement, students studying abroad enrolled for credits at Miami-Dade.

In 1980, the College joined the College Consortium for International Studies (CCIS), a national academic cooperative which sponsors semester and year-long overseas courses. Added since that time have been the Summer in France program, Art in Provence, Spring In Italy, the Architecture Study Tour, Summer in England, and an overseas Fashion Design and Merchandizing Program. These overseas credit courses are offered in the Humanities Division by the Art, Music, Foreign Languages, and Theatre Departments; in the Social Sciences Division by the International Relations Department; and in the Occupational Education Division by the Architecture and the Fashion Design Departments.

Current Program Scope

Currently, the South Campus Overseas Travel and Study Program operates eight different tours or courses, in ten academic areas. Semester and short-term overseas programs operate under the College's District Office of Public Affairs. All programs are coordinated by a director, and each is reviewed and approved by the Vice Presidents for Public Affairs and Education. Each campus, however, is responsible for the implementation and supervision of its own short-term programs. Semester programs function through institutional

membership in the College Consortium for International Studies (CCIS), identified above.

Administration of the budgets for these programs is assigned to the Vice President for Public Affairs and the Director of International Education. Administrative support comes from the College's Vice President for Public Affairs. Other sources of income are generated through the CCIS, the state FTE funding system, and from student tuition.

Students targeted for the Overseas Travel and Study Program are those majoring in relevant academic areas or with special interests which lend themselves to study abroad. These include the fields of art (drawing and painting), architecture, art history, foreign languages, history, music and art appreciation, photography, performing arts, international relations, fashion design, and ceramics. A wide variety of courses is offered in semester-length and full-year programs, usually requiring students to take at least six semester hours of study in the language of the host country, of a total of 15-18 credits per semester. Except for these courses, the language of instruction is in English. Generally, course content focuses on social, cultural, economic, political, or historical issues important in the specific country, such as "France and the Common Market" or "Government and Politics of Spain."

For resident academic programs, a faculty Program Leader is assigned. This person must be fluent in the language of the host country, and should also have knowledge of that country's culture and geography. For a study tour, the program's travel consultant usually provides a reliable multi-lingual guide. A typical study tour also includes a bus with driver, accomodations in a good quality hotel, most meals, guest lecturers, museum visits, and classroom space.

For both short-term and resident academic programs, students register at Miami-Dade for the courses that they will be taking overseas. They pay regular tuition for these courses, which have been approved for offering "out of

District," following official College procedure 8881. FTEs accrue to the College, and faculty members are paid their regular salaries. Program Leaders are generally given an additional twelve points, compensating them for extra efforts in recruiting of participants, marketing the programs, and planning intineraries and arrangements. Students are responsible for all other program expenses, termed "program costs" as opposed to costs of instruction.

For semester programs operating through the CCIS, students register at Miami-Dade for the courses they will be taking overseas, and pay resident tuition as above. The College provides support toward instructional costs, currently in the amount of $280 per student per term. Students are responsible for all other costs, including room, board, insurance, air fare, special fees, and personal expenses.

Table 1 summarizes the number of students who have participated in the various activities of the South Campus Overseas Travel and Study Program through 1984.

Table 1

Participants in Short-Term Tours and Resident Academic Programs, 1978-1984

Activity	Year Begun	Participants to Date
Summer in France	1978	204
Art in Provence	1980	90
Spring In Italy	1982	62
Architecture Study Tour (Spring)	1983	62
Architecture Study Tour (Summer)	1984	30
Summer in England	1982	62
Fashion Design and Merchandizing	1982	

Miami-Dade has been sending students to study and for educational travel overseas since 1970. Because formal arrangements for their activities through the OCIS were not developed until 1982, students in these semester programs before that year arranged their travel and study independently and individually, later transferring credits earned. While it is difficult to reconstruct numbers of students in this category, a reasonable estimate of Miami-Dade students who have spent a semester overseas is 350.

HOW THE STUDY WAS CONDUCTED

Evaluation Objectives

The rationale for a comprehensive evaluation of the South Campus Overseas Travel and Study Program, as part of the Miami-Dade 1984 Institutional Self-Study, was partly based on the view that all College programs should periodically be reviewed in order to assess their effectiveness, impact, and needs, and to ensure that needed changes are made. In addition, it was felt that this particular program should be evaluated since it is now sufficiently established to allow realistic assessment of its academic standards, its educational value to participants, and its appropriateness for continued College funding and support.

The study's evaluation objectives were decided upon at a meeting of the Opportunities for Individual Achievement (OIA) subcommittee coordinators. These objectives were reviewed and revised at three further meetings. It was felt that the entire group of subcommittees would be able to generate more significant and consistent evaluation objectives than would each subcommittee working alone. This strategy also helped create a degree of consistency among the research objectives of the various subcommittees.

The primary goal thus identified for the Overseas Travel Subcommittee was to evaluate the effectiveness of the program. The key evaluation questions related to: (1) whether the program is achieving what it purports to; (2) whether it is cost effective; (3) whether the program has been properly publicized to attract students who might wish to take advantage of it; and (4) whether the fundamental concepts and rationale for the program are sound.

In order to answer these questions, it was decided that an altogether unbiased individual should chair the subcommittee designing and implementing this study. It was felt that this person should have no involvement or vested

interest in the study's outcomes other than its validity and usefulness. It was similarly decided that members of the subcommittee would be chosen for their detachment from study results.

The quantity and quality of data required to answer the research questions formulated by the subcommittee were to be accumulated through three main research strategies: (1) survey questionnaires addressed to pertinent groups; (2) personal interviews using standard protocols; and (3) written evaluations of the program by participants and others with insight into its objectives and operations.

The subcommittee made use of a questionnaire in which respondents had an opportunity to answer both limited-choice and open-ended questions, derived from the evaluation goals stated above. Target groups for these were chosen after the relevant research questions were formulated, and included first semester and continuing students chosen at random, and faculty and students who had experience with the program.

Research Design

The first task of the subcommittee was to develop specific information about the program in order to identify and qualify research issues. To obtain this information, the subcommittee asked the program's current director to respond to the following questions:

1. What are the primary goals and purposes of the program?
2. Who are the target clientele?
3. Who makes up the program's personnel?
4. How is funding for the program accomplished, and who determines and manages the budget?
5. How many students has the program served?

6. What academic areas of the campus have been involved in the program?

7. What are the strengths and weaknesses of the program?

The written responses to these questions (contained in the study's resource files) were used in arriving at the research objectives and questions. In addition, the November 1982 Agenda for the Miami-Dade Community College District Board of Trustees meeting, relating to the College's involvement in the CCIS, was reviewed for pertinent evaluation issues. This agenda stated that "Miami-Dade Community College has shown a leadership role in international education, particularly in its enrollment of foreign students. For the last decade, the College has been involved in other aspects of international education, including opportunities for individuals to travel abroad."

Finally, all available current publicity and promotional literature relating to the program was examined. The latter was a useful source for statements of program goals and objectives as identified to potential participants.

To address the issue of student awareness of the Overseas Travel Program, survey questions were developed by the subcommittee for inclusion in the general survey administered by the Opportunities for Individual Achievement Committee. This survey had a total of forty-five questions, of which six were related to the Overseas Travel Program. The questionnaire used primarily multiple-choice and true/false questions, to enable computer processing. Attitudes were surveyed used a five-point Likert scale. Fill-in responses were also requested.

The target population for the general survey deliberately included students who had completed fewer than 31 credits and students who had completed 31 credits or more. This distinction in credits completed was desired in order to determine how awareness of OIA programs changed as a function of length of time

at the campus, and how well programs were being publicized at area high schools. Awareness of the program in the local community was not seen as an important variable since only students enrolled at the College are able to participate in the Overseas Travel Program.

The classes selected for participation in the survey were chosen on the basis of the times that they met and instructor permission. A cross section of day and evening classes was represented. Instructors were contacted by a memorandum requesting volunteers. The total number of students responding to the survey was 279, in 67 classes in the 1984 Spring and Fall Terms. The questionnaires were sent to the instructors via inter-campus mail. Instructors were asked to distribute the instrument to their students, allow sufficient time for response, and gather and return the results to the OIA Committee. Data were processed at the South Campus Computer Center, and a frequency distribution printout was produced for each question. Subcommittees received these results and assessed the data related to their interests. Fill-in responses were reviewed and summarized by the subcommittee coordinator.

Questions addressed to former participants in the program attempted to assess the effectiveness of the program's operation. These students were asked, in a brief questionnaire, whether they felt that their overseas experiences had been worthwhile and whether they would recommend the experience to other students. For negative responses, fill-in explanations were requested. These students were also asked to identify the program in which they had participated, and to evaluate the administration of the program and quality of support received.

The questionnaires described above were distributed by mail directly to a sample of students who had participated for credit in the Overseas Travel Program. This group was identified by asking the South Campus Registrar's Office to supply the subcommittee with names and mailing addresses of students

who had obtained credit for overseas travel and study from 1981 to 1984. Twelve students were sent cover letters and questionnaires, of which seven were returned.

RESULTS AND CONCLUSIONS

Results of the Overseas Travel and Study components of the general student survey conducted by the Opportunities for Individual Achievement Committee primarily addressed the issue of student familiarity with the Overseas Travel Program. The first such question asked students to identify which of a series of OIA programs they were familiar with prior to their enrollment at South Campus. Seventy-five percent responded that they had not been aware of the Overseas Travel Program; 25% said they had. This suggested need for improved publicizing of the program at local high schools.

The second question asked students to identify, from the same list, programs they had become aware of since enrollment. Fifty-four percent expressed unfamiliarity with the Overseas Travel Program, and the balance expressed familiarity. More of the students who had completed over 30 credits indicated some familiarity with the program, suggesting that such familiarity increases in consequence of length of stay at the College. Still, these results also imply need for improved advertising of the program on campus. This conclusion is further supported by responses to a later question asking specifically if students were familiar with details of the College's Overseas Travel offerings, to which a majority in both categories responded negatively.

A fourth question on the OIA questionnaire asked students whether they believed that the Overseas Travel and Study Program was open to all students, regardless of grade point average or credits earned. A slight majority (52%) responded negatively. However, a greater percentage of those students with more than thirty credits responded affirmatively.

A fifth question asked students if they were aware that federal loan assistance was available for students wishing to participate in the Overseas

Travel Program. Most students (58%) indicated awareness of such loans, with response patterns the same for both categories of students.

A sixth question asked the student to check from a list those countries in which they thought the College offered overseas study programs (allowing them to check as many as they thought applied). The results were as follows (figures rounded):

Country	Yes	No
Spain*	50%	50%
England*	77%	23%
Italy*	49%	51%
Germany*	75%	25%
Australia	8%	92%
Sweden	8%	92%
Brazil	30%	70%
Japan	11%	89%
France*	59%	41%

* = "Yes" answer is correct.

The special questionnaire sent only to students who had participated in the program addressed the issues of success of program operations and satisfaction with participation in the program. Sixteen percent of respondents rated the administration and organization of the program as very high, sixty-six percent rated it somewhat high, and only sixteen percent rated it as very low. Fifty percent of respondents agreed with the statement, "The administrators involved in the program were supportive and helpful." To the statement, "Overall, the experience overseas was well worth the time and money I spent," 33% expressed

strong agreement, and 51% general agreement, a combined total of 84%. Only 16% expressed disagreement.

In general, the responses to the questionnaire addressed to program participants suggest that the program is operating well and that student satisfaction is high.

STUDY RECOMMENDATIONS

Recommendation 1: The South Campus should undertake a study to assess the need for expanding the Overseas Travel Program.

Since there is growing student interest in the program, and since faculty interviews show that academic areas other than those currently involved would be interested in taking part, the South Campus should convene a task force to investigate the feasibility of expanding the program. This task force should complete its report by the end of the 1985 Fall Term.

Recommendation 2: The College should maintain its relationship with the College Consortium for International Studies.

Recommendation 3: A system should be instituted for student evaluation of the program's quality of instruction, living accomodations, travel, and other general arrangements upon their completion of participation in the program.

In order to more effectively monitor the Overseas Travel and Study Program on an on-going basis, the program director should see to design and implementation of a student evaluation of their overseas experiences at the conclusion of their participation. This should be made mandatory, with release of grades contigent upon its receipt. Such a system should be in place by the end of the 1985-1986 academic year.

Recommendation 4: The Overseas Travel and Study Program should receive more publicity on campus, in area high schools, and in other South Campus service area locations .

Since there is a correlation between awareness and participation, the South Campus should increase its efforts to publicize the program. The program's director and the South Campus Marketing Director should coordinate these activities.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 6

SELECTED ACADEMIC PROGRAMS

FOR

SUPERIOR AND TALENTED STUDENTS

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

This report concerns the "Other Academic Areas" portion of the South Campus studies of Opportunties for Individual Achievement (OIA). "Other Academic Areas" refers to those activities for the superior or talented student not covered in the other seven OIA studies in this volume. Except for Cooperative Education, for inclusion in this study these activities must have involved a club or program officially sanctioned by the South Campus Student Activities Department, having a constitution on file with that department.

The study sought to survey and evaluate the diverse pattern of student activities, clubs, or programs available to South Campus students. Activities such as discussed in this report are common at four-year institutions, but less so at community colleges. That many of these activities find it difficult to attract student participation seems to be related to Miami-Dade's status as a nonresidential commuter school. South Campus students are also likely to have full- or part-time employment. Many are married, with family responsibilities. However, the South Campus believes it is important to offer these programs, to allow superior and talented students opportunities to enhance and improve their abilities and skills.

Through the use of questionnaires, interviews, existing data, and independent research by subcommittee members, a range of South Campus programs of the types indicated were evaluated for effectiveness, quality, and benefit to students. It was found that some programs had become inactive due to low participation but, with increased student interest, could be reactivated.

Major conclusions of the study indicate a need for the South Campus to provide academic competition in all disciplines, supported by faculty advisors and facilities as needed. Increased campus support for programs for superior

students is recommended, with study given to provision of release time and/or increments for faculty advisors, travel funds for competition, and tuition scholarships. The subcommittee also recommends study of the suitability of giving the South Campus Cooperative Education Program academic recognition by placement within an academic division, and providing it with clerical support, and of increasing support and improving facilities for the peer tutoring program.

BACKGROUND

The following study report presents brief descriptions of "Other Academic Areas" selected for evaluation by the South Campus OIA Committee. All comprise opportunities for achievement for superior and talented students at the South Campus of Miami-Dade Community College.

Florida Community College Brain Bowl Competition

The Brain Bowl is an academic competition sponsored by the Community College Division of the Florida State Department of Education. In March of 1985, in its fourth year of annual participation, the South Campus team, one of 22 throughout the state, won the statewide Brain Bowl championship. The purpose of the competition is to recognize outstanding student achievement, to focus community interest upon academic excellence and to help foster closer relations between faculty and students as they work jointly on this project.

Each Brain Bowl team consists of four members, who compete at the campus level. Miami-Dade then has a collegewide competition to select two teams to represent the College at regional and statewide competitions. The competitions require student teams to compete at answering questions in the areas of math, social sciences, natural science, and humanities.

The Brain Bowl is a prime example of the College's concern for academic excellence, targeting the academically superior student and rewarding superior academic performance. The specific campus objectives of this activity are to prepare students to excel in their subject areas, and to draw favorable attention to the campus.

The Director of Emphasis on Excellence at the South Campus is responsible for the campus program. A faculty member serves as coach for the campus team,

seeing to the training, guidance, and supervision of team members. There are no assigned facilities at present, and equipment consists of a file of questions and electronic buzzing devices used in competition. Funding for the Brain Bowl is provided from the South Campus' Emphasis on Excellence budget.

Through its first three years, the South Campus Brain Bowl team has been highly successful. In 1983-84, the campus team finished second at the state championships. In 1985, by winning the state championship, the team earned a one thousand dollar honorarium for each member, and free tuition for each upon their transfer to an upper-division program at a state university in Florida.

Cooperative Education

Miami-Dade Community College initiated the Cooperative Education Program at the South Campus in the Spring Term of 1968. The program is similar to those at senior institutions in which students alternate full-time work with full-time study. In 1968, three elective credits were awarded per term for up to two work terms.

In 1973, Cooperative Education program requirements were changed to include part-time work positions on a paid basis. By 1975, the program was further modified to include volunteer work positions. Instead of seminars, assignments were given through learning contracts which were completed on an independent study/work basis. Enrollment in the program doubled during that year.

In July 1976, a $45,000 grant was received, providing the program with six part-time coordinators and one full-time clerical person. The program was moved to the South Campus Occupational Division, and received increased funding in 1977-1979. By 1979, it included 23 career fields and up to 200 students per term.

In September 1981, the Cooperative Education Program was moved to the

Student Services' Career Planning and Advisement Division. A $59,000 Federal Grant was received for 1981-82 to provide a full-time coordinator for the disabled, and two part-time coordinators each term. Total program enrollment reached 500 in 1981. In 1983, supplemental federal funds allowed hiring a part-time job developer. In August 1984, a second federal grant of $18,000 permitted the addition of a second part-time job developer and part-time clerical assistance.

Phi Beta Data

Phi Beta Data was founded at the South Campus in 1978, but was deactivated in 1982 due to lack of student interest. The student club was reactivitated in January 1984, and now enjoys a high level of interest from students involved in all phases of data processing and computer activities.

Phi Beta Data is currently affiliated with the Miami Chapter of the Data Processing Management Association, the major professional organization in the data processing field. Students in the chapter have attended lectures and films, participated in fund-raising activities, and have done service work for the South Campus Data Processing Department computer laboratories. The organization currently has 40 members.

Florida Engineering Society, South Campus Chapter

The South Campus chapter of the Florida Engineering Society was established in 1967 in response to a need to provide continuity in the Pre-Engineering Program. The organization unites students with similar interests and abilities, familiarizes them with the engineering profession through contact with practicing engineers, and provides information regarding four-year colleges, scholarships, and program options.

Currently, the student chapter is sponsored by the Department of Engineering, and has a faculty advisor. The number of students participating in the chapter has varied from 80 to 200, with over 100 members active in 1984-85.

Activities which the chapter provides include:

- Monthly meetings with guest lecturers
- Field trips to engineering facilities
- Participation in annual meetings of the Florida Engineering Society
- Participation in special competitive activities such as the Junior High School Mathcounts Program and the Engineer's Week Open House.
- Tutorial Service
- Awards banquet

The local engineering community is very much aware of the campus chapter, and provides support by including its students in their community activities as well as providing funding support.

The chapter is evaluated annually by the National Society of Professional Engineers and the Florida Engineering Society. In 1983-84, the chapter received the state award as the "Most Active Student Chapter" in Florida. The chapter also won national awards as the most outstanding student chapter in 1974-75 and 1975-76.

Alpha Eta Rho Professional Aviation Fraternity

The South Campus Alpha Sigma Chapter of Alpha Eta Rho was reactivitated in 1984 upon the appointment of a faculty advisor. Previously, it had been active from 1975 to 1980.

The goal of this professional fraternity is to promote professional growth

of its members through interaction with representatives from industry, and to foster association among students with common interests. Scholastic achievement is recognized and promoted by awarding of several scholarships nationally each year. Students develop professional skills through production of, and participation in, aviation-related seminars, community service, and fund-raising activities.

One of the chapter's major activities is participation in the National Intercollegiate Flying Association. The NIFA includes local, national and regional competitions in the academic knowledge and performance skills needed for careers in professional aviation. Between five and twenty students participate in this activity each semester. In the past ten years, the chapter has received recognition at four regional competitions and earned the right to participate in national competition three times. Individual and team awards have been won on regional and national levels.

Community interest and support for the activities of the fraternity are widespread. The Florida Air Pilot Association, the Greater Miami Aviation Association, and the local chapter of the Women's Aviation Association regularly contribute several hundred dollars a year. Local aviation corporations donate aircraft or provide them at reduced costs for student practice and competition.

Advanced Math Club

The Advanced Math Club is a South Campus student activity providing superior students the opportunity to grow academically and demonstrate achievement beyond normal coursework, specifically by improving their problem-solving abilities.

Membership is open to all students who have successfully completed calculus. Activities of the club include attending faculty seminars on

mathematics, knowledge and problem-solving techniques, participating in the South Campus Peer Tutoring Program, assisting the Math Department with its annual high school math competitions, and assisting in workshops which prepare students for the state-mandated College Level Academic Skills Test (CLAST).

Since 1982, twelve to thirty-six students have participated in the club's activities each year.

The Math Olympics

The Math Olympics is an intercollegiate academic competition in mathematics, in which community colleges from the southeast region of the United States compete once a year. The South Campus has participated in this competition since 1982. South Campus teams placed fourth in 1982, sixth in 1983, and third in 1984. One 1984 team member placed first in an individual category.

The team is coached by two faculty members, without special compensation. A Faculty, Staff and Program Development grant provides funds for research, and for development of a bank of problems and questions used in competition.

Peer Tutoring

The Peer Tutoring Program was begun at the South Campus in the Fall of 1982. Students are given academic credit for tutoring students in mathematics and some science courses. In Fall Term of 1982, two paraprofessionals, one full-time and one part-time, were hired to administer the tutoring service. Since the Winter Term of 1983, a fee of $1.50 has been assessed for enrollments in most science and all math courses to help fund the tutoring program. In addition to the paraprofessional staff, the program includes 15-20 part-time tutors, mostly students. These student tutors are paid $3.35 per hour from the

special fees. Three work/study students assist with clerical duties, and as many as nine math faculty members tutor 8-10 hours per week. Approximately 3,000 students use Peer Tutoring services each term.

Alpha Epsilon Alpha

Alpha Epsilon Alpha is a pre-medical honorary society chapter sponsored by the South Campus Chemistry Department. It provides students who have interests in medically-related professions with opportunities to expand their knowledge and experience in the field of medicine beyond the classroom level, and with formal recognition of their superior academic achievements. The main activity of the chapter is field trips to medical facilities.

This group began in 1972 as SWIMS (Students with Interest In Medical Science). In 1977, it was converted to the Alpha Epsilon Alpha Pre-Med Club. Geared to the interests of superior students, it welcomed both Honors and general students, in order to attract a larger segment of the student body. Today, a 3.1 grade point average and completion of specified science courses are required for membership. The number of students in the club has varied throughout the years, averaging about 25.

South Campus Library Program

In addition to the nine activities evaluated in this report, it is relevant to mention the South Campus library and the many services it provides for superior students. Library services designed for the general student body can be used still more profitably by superior students, enhancing their opportunities for individual achievement beyond usual classroom experiences. The library program also includes resources and activities that directly support most of the opportunities for achievement programs assessed in this report.

Services for the academically superior or talented student include the following:

- Special bibliographic instruction for Honors English classes. Currently, a high level, self-paced manual is being designed with emphasis upon individual research, knowledge of specialized indexes, and reference sources.

- Library services extended to students enrolled in the Performing and Visual Arts Center, Junior High Gifted Program, and the Govenor's Summer Gifted Program.

- Bibliographies compiled for faculty and staff for instructional purposes or College projects. On-line reference service is available using DIALOG data bases on a cost-per-search basis, with intercampus and inter-library services also offered.

- Exhibits on special programs and activities of student clubs and the Distinguished Visiting Professor Series are displayed in the library.

Study results suggest that more funds are needed by the library to expanded subscriptions to technical journals. Funding to support development of a computerized bibliographic file would also be highly beneficial to both students and faculty.

HOW THE STUDY WAS CONDUCTED

Study Focus

The Other Academic Areas Subcommittee was requested to evaluate programs for superior or specially talented students not covered in the seven other Opportunities for Individual Achievement (OIA) studies reported in this volume. The study was to concentrate upon the South Campus Divisions of Natural Science, Social Science, and Occupational Education. The subcommittee selected for study the nine activities and programs previously described, which provide opportunities for individual achievement within these academic divisions. Three campus activities were also identified that were examined by other subcommittees.

Besides researching the development and present concepts of each activity, the subcommittee also investigated the issues of awareness, accessibility, participation, quality, and benefit of these activities. In addition, through interviews of program administrators, general findings were obtained on weaknesses and areas for improvement in each program.

Existing records and communication files of each program were reviewed by committee members, with the assistance of faculty, administrators, and involved students. New data were also collected from the South Campus student body in a joint survey conducted by the OIA Committee.

Data Collection

The results of the relevant portions of the OIA joint student survey were forwarded to the subcommittee for evaluation. Questions pertaining to the programs in this report were broken down by number of credits the respondents had completed. The categories were those who had completed 30 credits or less,

and those who had completed more than 30. In addition, data was collected through interviews of faculty, administrators, and students involved in the programs.

Student Survey Results

Awareness. Concerning awareness of the programs by both incoming and continuing students, the survey showed that less than 30% of current South Campus students were aware of the programs and activities examined in this study. The difference between incoming and continuing students was not significant. The main exception was that slightly more than half of the students surveyed responded that they were aware of the Natural Science Peer Tutoring Program.

The South Campus publishes an orientation newspaper, Perspectives , at the start of each academic year, freely available to all students and faculty in numerous campus locations. Among the contents of the newspaper, all current student activities are described. Also, the Student Activities Office in its publications attempts to make students aware of campus extracurricular programs and activities. The low level of student awareness reflected in the figures above, however, suggests that these promotional strategies have had limited impact on student awareness of the programs which were the subjects of this self-study report.

Accessibility. In evaluating accessibility, survey results showed that two-thirds of respondents were aware that the South Campus offers activities for students with special talents and capabilities, and that opportunity is provided to develop and enhance their skills. Although many of the activities studied allow participation by all students, the low levels of student awareness of their availability in effect limits their accessibility to most students.

Participation. Investigations of the participation and attendance of the activities examined (excluding the Cooperative Education program) showed

involvement of approximately 300 students per semester. The South Campus Cooperative Education Program has had student participation of over 300 per year, over the past several years. Student survey responses indicated that 65-75% of the respondents spend time in the library regularly. One-third more of the students who spend time in the library were continuing rather than incoming students.

The subcommittee also found that the activities evaluated in this report attract the same numbers of students as do the campus athletic teams, music and drama groups, and ensembles, although the programs receive only a fraction of the support provided for those traditional individual achievement and performance activities. Interest in occupational activity related to college study is reflected in high enrollment in the Cooperative Education Program, noted above.

Quality. In evaluating quality, it was found that the majority of activities had some form of evaluation system to monitor the quality of program activities. All evaluated activities in this study are officially sanctioned by the South Campus Student Activities Department, and have published and recorded constitutions. Most are further guided, monitored, and evaluated by affiliated local, state, or national organizations. To monitor the quality of their activity, the campus-wide activities have their own evaluation and reporting systems. As noted above, those campus activities which involve participation in competitions have generally placed high at state, regional and national levels.

Benefits. In determining how students perceive the benefit and overall value of these programs, the student survey found that 90% of South Campus students felt that the campus should continue to provide support and funding for cocurricular programs not purely academic in nature. Those who had participated in the programs felt that the benefit of the activities in which they had

participated was very great. Faculty, administrators, and students with knowledge of, or experience in, these activities felt that they offered significant benefits to both faculty and students.

Student participants and faculty advisors believed that the opportunities for individual achievement provided "premiere experiences" resulting in positive lifelong attitudes, motivation, and valuable professional impressions. Faculty and students both advocated support for broadening and strengthening the activities, to enhance participation and provide benefit to more students.

Needs for Program Improvements

For each of the activities studied, the subcommittee identified weaknesses and areas for improvement. Principal findings of this type are discussed below under the programs to which they relate.

Brain Bowl . Study findings suggest that the Brain Bowl Program needs increased administrative support of its budget and facilities, development year-round rather than the present fall/winter activity, and increased campus awareness and participation. Rivalry among College teams was also perceived to be a problem.

To correct the facilities problems, Brain Bowl participants and faculty are currently seeking a place for training, such as a student center. This facility would provide a place for students to interact, and would have questions on file in a computer bank. Also needed are additional materials, such as books and computer software, for use in building a question bank.

The issue of year-round development of the program should be studied, including consideration of providing increased support for the faculty member who coaches the team to do so. To encourage greater awareness and participation from the campus, a series of seminars in the four academic areas which the Brain

Bowl covers might be set up, with professors providing training in their area of expertise. Finally, the possibility should be explored of fielding a single collegewide team from Miami-Dade, representing the best competitors from all campuses, to reduce inter-campus rivalry.

Cooperative Education Program. Subcommittee findings regarding the Cooperative Education Program indicated need for full-time clerical assistance to coordinate the activities of a six-person staff and provide liaison with employers, faculty, and students inquiring about the program. The program generates sufficient FTEs from student credits to support such a position.

While Miami-Dade Community College has a commitment to the program, evidenced by the President's membership on the National Commission on Cooperative Education, it fails at lower levels to entirely support its needs. Though the program is credit-granting, it is located in the Student Services department, resulting in isolation from the teaching faculty. Program applications show a large number of students with grade point averages of under 2.0, and qualified applicants for cooperative jobs have decreased. Efforts in 1984 to obtain full-time clerical support and to place the program under the Academic Dean or Campus Vice President were unsuccessful, though still strongly recommended by the program Director.

Peer Tutoring. In examining the Peer Tutoring Program, need was indicated to improve services and obtain more and better-qualified part-time tutors. The laboratory presently being used is often crowded, which is not conducive to effective study. Additional space is needed.

Alpha Episilon Alpha. The club activities of Alpha Epsilon Alpha appear to be limited to field trips, owing to limited involvement of club members. Increased campus publicity of the existence of the club may help to attract additional members. Efforts should also be made to encourage other campuses and community colleges in the state to begin chapters.

CONCLUSIONS

The academic and professional activities and competitions evaluated by the OIA Other Academic Areas Subcommittee provide opportunities for individual growth and achievement that cannot be produced in the classroom environment. Student interaction with professionals enhances educational and career goals. The use of academic knowledge in individual and team competition, with support of the faculty, the College, industry, and the community, produces hard-to-duplicate experiences, reinforcement, and satisfaction. This motivates students to achieve and pursue their education with vigor and determination that might not have been possible without their participation in these activities. Moreover, the development of personal character, leadership, and communication skills, through interaction with professionals, faculty, and peers, in a variety of structured and non-structured activities, directly supports the mission of the College. Few academic courses provide equivalent opportunities for the development of these desirable attributes.

The student group activities reviewed in this report have limited support beyond official permission from the Student Activities Office to maintain their organizations and hold meetings on the campus. Financial support for student organizations is selectively awarded through the Office of Student Activities. Faculty advisors for these activities contribute their time and efforts as a service to the College, receiving no financial rewards or reductions in teaching loads. Support for faculty advisor travel and expenses is also a competitive process through division travel committees, unless funded through the Student Activities Office. Support for these activities comes also from local and national industry and from academic and professional affiliates, which may provide scholarships and other financial support for student chapters on a regular basis.

One area of disagreement noted in the study exists in the College's support for the Cooperative Education Program. Interview results with officials in the program present the following picture. The program has its own academic credit courses, with enrollment of several hundred students each year, generating significant FTEs. Nevertheless, the program is not supported as are other academic credit-producing departments. The program administrator does not report to the Academic Dean or to an academic division head, as in most co-op programs. Fiscal support for the management, promotion, and administration of the co-op program is not commensurate with that of other academic credit programs or departments.

On the other hand, administrative responses paint a different picture. These say that the Cooperative Education Program is currently located in the Career Planning and Advisement Division. Support for administration of the program is based upon a support-services funding formula that is not determined by credits produced. The management of the Career Planning and Advisement Division believes that support is adequate within the priorities for distribution of resources in that division.

The study also found disparity in College support for academic and professional performance and competition. The traditional areas of performance and competition in athletics, music, and drama receive the highest dollars per student of any academic activities on campus. Faculty and staff who manage, coach, direct, or conduct the latter activities receive workload points and/or salary increments for their involvement. Many students receive academic credit for participation. Equipment, supplies, uniforms, costumes, instruments, practice areas, and performance facilities are routinely purchased and maintained for these activities. Tuition scholarship funds are made available for a majority of the students who participate in them, primarily based on performance achievement or ability. Student and faculty travel to participate

in related performances and competitions is normally funded by the College.

The same level of support is not provided for academic and professional performance and competition outside of the areas of athletics and the arts. The one exception found by the subcommittee is the recent funding by Emphasis on Excellence of a coach and administrative assistant for the South Campus Brain Bowl team. The rest of the campus professional, performance, and competition activities operate with volunteer faculty, little or no funding, and no support for student participants. Some of these activities, such as the Math Olympics and the NIFA aviation competition, are long-standing and as well organized as are South Campus intercollegiate athletics teams. Opportunities for the development of academic knowledge and communication skills in fact may be better enhanced by participation in the non-traditional activities examined in this study than by participation in more traditional ones which receive a high level of College support. Even without significant College support, student participation in the activities examined is equivalent to that in traditionally supported activities, and deserving of increased support.

RECOMMENDATIONS AND PROJECTIONS

Recommendation 1: In keeping with the College goal of pursuing educational innovations, the South Campus should pursue the development of an "Academic Olympics" for structured competition in each of the academic disciplines, professional skills, and performance activities.

The South Campus should establish a Task Force on Academic Olympics to consider the implications, rationale, and implementation of an experimental intra-campus Academic Olympics competition. The South Campus faculty should be informed at the earliest opportunity concerning the Academic Olympics concept, rationale, design, and implementation of such a plan. The task force should submit its findings to the faculty and administration by April 1986 or as required, so that the first South Campus Academic Olympics competition can occur by April 1987. The South Campus should provide appropriate support to faculty, staff, and administrators for participation in the task force, as well as for advisors and coaches to recruit and train student teams.

Recommendation 2: The South Campus should study the possibility of developing and implementing a system of scholarships, academic credit, awards, technical support, and promotion for students who participate on academic or professional skill performance competition teams.

Recommendation 3: The South Campus should take positive action to increase financial support for activities providing Opportunities for Individual Achievement beyond the traditional classroom environment.

Recommendation 4: The South Campus should pursue the possibility of increasing the real dollar value of library funding to offset the costs incurred for Opportunities for Individual Achievement programs, to provide for maintenance of and allow for improvement in both old and new programs.

To implement Recommendations 2 through 4 above, the South Campus should establish an Opportunities for Individual Achievement Funding Task Force, comprised of administrators, faculty, and staff having interest or expertise in funding sources and strategies. This committee should include representation from each academic division within the College, from the library, and from the student body. At least one member each from the collegewide and the South Campus Task Forces on Academic Olympics should be assigned to this committee for purposes of communication and liaison. The committee should study, and approve or modify, the recommendations contained in this report, and should produce specific funding recommendations. The committee should submit its findings to the South Campus faculty and administration by December 1986 or as required.

Recommendation 5: A study should be made of the suitability of giving the Cooperative Education Program academic recognition and having it report to an academic department chairperson, division associate dean, or to the Dean of Academic Affairs. This study should also determine the suitability of providing the program with full-time clerical and other support commensurate with its academic mission and the number of FTEs the program accounts for.

Recommendation 6: The South Campus should study the suitability of providing funding support for facilities and personnel to enhance the effectiveness of the Peer Tutoring Program.

To implement recommendations 5 and 6, the South Campus administration will designate a task force of appropriate personnel to study both issues fully and develop appropriate recommendations for further action. The task force reports and recommendations should be submitteed to the administration by the end of the academic year 1985-1986.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 7

PROFESSIONAL EXCELLENCE AND FACULTY ACHIEVEMENT

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

South Campus faculty make many contributions to the College and the community which often go unrecognized. This study assesses the awareness of South Campus students and the external community regarding such faculty's achievements.

This report is based on data collected from the Opportunities for Individual Achievement (OIA) general student survey, College personnel records, and interviews with administrators and faculty members. Analysis of data collected demonstrates that the South Campus faculty are well-prepared in their teaching specialties and enjoy a good relationship with their students. Moreover, faculty are making significant contributions to the South Campus service area over and above their formal instructional roles, contributions often not reflected in official College records and publications. The study concludes with recommendations that South Campus continue to encourage its faculty to serve the community, and that it develop a mechanism to both identify and publicize these services.

INTRODUCTION

Rationale for the Study

This study constitutes the first systematic analysis of Professional Excellence and Faculty Achievement at the South Campus of Miami-Dade Community College. It was undertaken to determine the value of accumulating data on and publicizing the accomplishments of members of the campus' professional staff.

At present, limited and often obsolete information regarding individual achievements is maintained in centralized College personnel files. In addition, there is no College or campus mechanism to solicit information regarding faculty accomplishments on a regular basis. Although both the College and the campus publish materials highlighting faculty and staff achievements, these materials are not systematically gathered, and are generally developed for the College community, rarely reaching students or residents of the South Dade area. As a result, students in particular and the community in general are often unaware of the extensive contributions made by faculty members to the academic world, to the South Dade community, and to state, national, and even international interests.

South Campus Faculty Profile

South Campus is committed to providing its students with outstanding academic and technical training. As a leader and innovator in the community college movement, Miami-Dade has been at the forefront in developing and improving educational opportunities for its students. At the heart of this effort are the academicians and technical experts whose knowledge, training, and experience have enabled the College to become one of the premier colleges in the country.

While it is impossible to quantify the caliber of faculty, the degrees

attained by South Campus professionals indicate a high level of academic preparation. Personnel records note that of the 330 professional faculty members employed at South Campus, all but two have obtained Master's degrees, 26 having earned multiple B.A.'s or M.A.'s. Ninety have earned terminal degrees, including the Ph.D. (54), the Ed.D. (25), the J.D. (8), the D.A. (2), and the Sc.D. (1).

These degrees have been granted from such major institutions as Harvard, the University of Michigan, and the University of Southern California, as well as such liberal arts schools as Chatham College and Brown University. The public universities of the State of Florida are also widely represented, as are the University of Miami and Barry University. Sixteen degrees have been earned outside the country, including one B.A. from India and two from Taiwan.

Personnel records do not always accurately reflect training beyond the Master's degree which has not resulted in a terminal degree. A sampling of 20 reports drawn from the Faculty/Professional Employment Information File revealed an average of 51 hours beyond the Master's degree, with the highest being 90 and the lowest 24.

While formal professional preparation is important, another fundamental factor in professional excellence and faculty achievement is the ability of the instructor or staff member to communicate well with students. To assess this, a question was included in the OIA general student survey which asked: "According to your experience to date, how would you rate the faculty at South Campus in the following areas?" The areas listed were: (1) knowledge of subject matter; (2) ability to communicate subject materials; (3) concern for students; (4) presentation of subject matter to make it interesting; (5) fairness in grading; and (6) support of students outside of classroom. The 278 respondents to the questionnaire ranked the faculty in each area as excellent, good, fair, poor, not sure.

The area in which the faculty received the highest rating was knowledge of subject matter, with 89.6% of the respondents rating them either excellent or good. The areas in which ratings were lowest were support of students outside of classroom (56% rating either excellent or good) and concern for students (56% rating either excellent or good). When the "fair" rating is included in the latter two categories, positive comments run well over 75%. In their ability to communicate with students, perhaps the most important skill in the classroom, South Campus faculty received a positive rating (excellent, good, or fair) from over 95% of the respondents.

In sum, it appears that the perceptions of students of their experiences in the classroom at South Campus reflect well on the training and dedication of the faculty. Full results of this survey are contained in the separate resource file for the OIA study.

FACULTY ACHIEVEMENT BEYOND THE CLASSROOM

Professional preparation and teaching expertise are only two characteristics of an outstanding faculty. Individual contributions outside the classroom constitute a third important ingredient. To better assess the contributions made by the faculty and staff to the South Campus service area and beyond, interviews were conducted in the major academic divisions and the library. The Associate Deans of these areas were requested to contact the department chairpersons and faculty members in their division for current information regarding professional excellence and faculty achievement. Excerpts from their responses, presented below, suggest the variety of faculty activities beyond the classroom, though of necessity providing only a limited indication of the range of activities in which faculty are engaged.

The Social Science Division

Dr. Juan Clark, a sociologist, on leave of absence for the 1984-85 academic year, is serving as a senior research analyst for the United States Department of State. His current assignment is to coordinate the research component of Radio Marti for the Voice of America. Dr. Clark is an expert on the Cuban exodus, qualified for this assignment by his research on living conditions in the Cuban community.

Professor Lois Klezmer, along with other members of the Psychology and Education Department, responded to concern in the community about problems in day care training by organizing a series of classes and workshops for day care administrators, teachers, psychologists, social workers, and mental health counselors. Professor Klezmer is also helping to develop plans to open a day care facility on the South Campus to improve service in this area.

Dr. Dennis Shaw has recently completed a term as President of the Society of Anthropology in Community Colleges. During his term in office, Dr. Shaw prepared and presented "Faces of Culture: The Process of Creating a Television Course in Cultural Anthropology." This program recently received an Emmy for excellence in scholastic television.

Professor Manuel Mendoza of the Social Science Department is co-author of a highly successful social science textbook, and has conducted political polls in the area and been active in the Democratic Party for many years. In addition, Mr. Mendoza was a producer of the highly acclaimed television series, "Que Pasa, U.S.A.?", seen locally on Channel 2.

Professor Robert Pfaff, also of the Social Science Department, has served on the Board of Directors of Community Health Incorporated (CHI) of South Dade County for the last several years. CHI is a non-profit corporation which contracts with the Dade County Department of Health Services and the State of Florida to provide health care for low income residents of the South Dade area. Since 1978, Mr. Pfaff has been the treasurer of CHI, which has a current budget of approximately $6,000,000.

The Humanities Division

Professor John Georgini, Director of the Jazz Ensemble and an accomplished jazz musician, recently entered his group in a national competition sponsored by the National Association of Jazz Education. The South Campus Jazz Ensemble won first place against all other competitors, including entrants from four-year colleges. Professor Georgini has been asked to take his musicians to Dallas, Texas to perform at the annual NAJE convention. The South Campus Jazz Ensemble was also invited to perform at Disney World in the spring of 1984 at a jazz concert where many prominent jazz musicians played, including Dizzy Gillespie.

Mr. Georgini's group was the only college ensemble playing at the concert.

Professor Paulette Dale of the Speech Department recently conducted a three-hour workshop on Accent/Dialect Reduction for non-native speakers of English at the Speech Communication Association's national conference in Chicago, Illinois. Professor Dale also represented the United States and Miami-Dade at the Soviet-American Conference on Speech Pathology in Washington D.C., the first such interchange arranged by speech pathologists certified by the American Speech and Hearing Association.

Dr. Robert Vitale, coordinator of the Overseas Travel and Study Program, evaluated in another study in this volume, has been honored for his work in establishing overseas study opportunities for American students by both the French and Italian governments. In 1982, he was made a Chevalier dans L'Ordre des Palmes Academiques by the government of France, and the Instituto Italiano per il Mediterraneo awarded him the Palme Accademiche. In addition, Professor Vitale is a fellow at the Center for Medieval and Renaissance Studies at the California State University in Long Beach, and serves on the Executive Board of the College Consortium for International Studies in New York City.

Professor Ron Demaris, of the English Department, has done many poetry readings in the South Campus area, including the Carrell Poetry Society at the University of Miami. Mr. Demaris has been published in several national magazines including The American Poetry Review, The New Orleans Review, The Literary Review, and Partisan Review.

Dr. Audrey Roth, also from the English Department, is a nationally recognized teacher of composition and has for many years been a member and officer of the National Conference of the Teachers of English, an organization of both high school and college English teachers. Dr. Roth is the author of the widely acclaimed The Research Paper: Process, Form, and Content, which

recently sold its 100,000th copy.

Dr. Roch Mirabeau, a member of the Foreign Language Department, is currently a Board Member and on the Executive Committee of the National Humanities Faculty. Professor Mirabeau is also on the Board of Directors of the Florida Endowment for the Humanities, a Program Consultant for the National Endowment for the Humanities, and a member of the Rockfeller Commission in the Humanities.

The Division of Occupational Education

Professor Joseph Platts, who teaches business management, has been working with the Black Merchants Association (BMA) for the past several years and has been instrumental in developing a two-year funding plan for a facilities fix-up campaign, a personnel training program, and a membership drive. He is helping BMA develop a plan whereby Black developers would build low income housing in the South Dade area. Mr. Platts also serves on the Board of Directors of the United Black Merchants Association of Florida.

Professors Hazel Kates and Jane Mangrum of the South Campus Secretarial Science Department are often called upon by local and county officials to conduct workshops to increase office efficiency. Professor Mangrum recently conducted a three-day workshop for the Metro-Dade Parks and Recreation Department and during the Winter Term of 1984 conducted three seminars for secretaries, executives, and office personnel of the University of Miami. The topics ranged from assertiveness training to stress management. Ms. Kates regularly conducts seminars for the Metro-Dade Institute for Professional Development. These consist of four half-day workshops on topics ranging from basic communication skills to time management. In addition, she has conducted workshops for the Metro-Dade Department of Transportation on effective telephone

communication.

Professor Kent Jurney of the Criminal Justice Department, a former Florida Highway Patrolman, has been instrumental in assisting the College in improving its own security system. He has also helped local Crime Watch committees improve security officer training, and has been coordinating those training sessions in nearby Perrine and Cutler Ridge.

The Natural Science Division

Professor Richard Kraemer of the Physics Department is an active Air Force Reserve Air Rescue pilot and has taken part in both rescue and medical evacuation missions. He has been awarded the Air Force Commendation Medal and a certificate of appreciation for his contributions to the Space Shuttle support operations. Mr. Kraemer is currently the Treasurer of the University Aviation Association and has been program chairman for Alpha Eta Rho, an International Professional Aviation Fraternity.

Professor Robert Blitzer of the Mathematics Department foresaw the problems presented by the computation portion of the College Level Academic Skills Test (CLAST) and responded by preparing a crash course to assist students to prepare for the test. His efforts have helped South Campus students score significantly higher than the state average on the computation portion of the CLAST. Professor Blitzer is also the author of several mathematics textbooks.

Professors Larry Bray and Ana Ciereszko of the Chemistry Department are currently planning to represent the South Campus at the annual Two-Year College Conference on Chemistry in the spring of 1985. Another chemistry professor, Donald Roach, a former officer in the Conference, was instrumental in arranging to have the Conference held at the South Campus.

Dr. Larry Wilson, who has his Ph.D. in zoology, is the author of nearly 100

articles, books, and reviews on herpetology. Professor Wilson is a nationally recognized authority on reptiles. He is currently preparing "The Dry-Forest Herpetofauna of Middle America: Composition, Distribution and Dispersal," for publication.

Physical Education

Dr. Charles Greene, head coach of the South Campus baseball team, was named Baseball Coach of the Year in 1984 by the National Junior College Athletic Association. Coach Greene was the Assistant Coach for the United States Baseball Team which competed in the World Amateur Baseball Championship in October of 1984 in Havana.

Professor Earl Harrison has received the American Red Cross Volunteer of the Year Award for his efforts in collecting blood for the Dade County Blood Service. His group, the Wild Turkeys, has made the South Campus the top college blood donor in Florida.

Dr. Roberta Stokes has recently been given the Florida Community College Activities Association Distinguished Service Award and has also received the Excellence in Curriculum and Instruction Award of the Florida Association of Community College's Curriculum and Instruction Committee. Dr. Stokes has been a pioneer in using microcomputers in the classroom and is currently training both public school personnel and College employees in educational computer applications. In addition, Dr. Stokes is a nationally recognized authority on health maintenance and has published several books on the subject.

The Library

The value of the South Campus library to professional excellence and faculty achievement can hardly be overemphasized. In addition to provision of

basic services for students and faculty, the library also aids faculty by providing research assistance, technical expertise, and access to educational materials. The library's personnel have also contributed to the South Campus faculty's reputation for professional excellence. Professor Marcia Fallon, head of Periodicals, and Dr. Barbara Galloway of Readers Services have been instrumental in helping the library complete its on-line computerized acquisition and circulation systems. Dr. Fallon's article, "Planning and Implementing an On-Line Periodicals System," has been published in the Serials Librarian (Summer 1984). Professor Galloway's article on the South Campus library's computerized system was published in Community and Junior College Libraries (Winter 1983).

RECOMMENDATIONS AND PROJECTIONS

On the basis of student evaluations and a review of faculty academic and professional achievements outside the classroom, the study subcommittee concluded that the South Campus faculty has well earned its reputation for academic and professional excellence. The following recommendations are intended to ensure that information on these achievements is gathered more systematically, kept current, and better communicated to the College community, its students, and the South Campus service area. A task force should be designated during 1985-1986 to implement the recommendations below by that academic year.

Recommendation 1: The Collegewide Skills Inventory should be expanded to include biographical sketches of the faculty and should be annually updated.

Recommendation 2: The South Campus should establish a mechanism to collect and disseminate information regarding activities, honors, and awards of its professional employees.

Recommendation 3: The South Campus Faculty Senate should establish a Standing Committee on Professional Excellence and Faculty Achievement to promote an interchange of ideas to improve teaching pedagogics and to identify opportunities for community service.

Recommendation 4: A permanent or regularly recurrent library display should be developed to publicize the outstanding activities, honors, and awards of South Campus faculty.

SOUTH CAMPUS

OPPORTUNITIES FOR INDIVIDUAL ACHIEVEMENT STUDIES

PART 8

PUBLIC SCHOOL ON-CAMPUS PROGRAMS

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

The Public School On-Campus Programs Subcommittee studied the operation of the Governor's Summer Program for Gifted and High Achieving Students and the Junior High School Gifted Programs at the Miami-Dade South Campus. These programs were established in 1980 in response to the College's decision to begin a program called Emphasis on Excellence, designed to provide educational services and experiences to the gifted and talented students of South Florida.

After assembling historical background of the programs, the subcommittee identified the main issues on which the study was based. These were to determine the worth of the programs, the benefits student were receiving, the quality of the curriculum, the quality of program administration, the process of selecting students for the programs, and the extent to which high school counselors and teachers were aware of the programs.

A survey was formulated and sent to students who had participated in one of the gifted programs. In addition, the subcommittee utilized data received from annual evaluation forms given to students. Personal interviews with faculty and administrators involved in the programs were also conducted.

Generally, the major findings of this subcommittee were that the South Campus faculty is offering gifted students in the Governor's Gifted Program instruction which is stimulating and allows them to demonstrate and apply their knowledge in a variety of ways. Information gathered concerning the Junior High School Gifted Programs showed that problems with its administration and organization prevented the South Campus and Dade County Public Schools from serving those students in ways that made the most effective use of campus resources. The subcommittee recommended changes in the planning and

implementation of all programs, as well as improved coordination and monitoring of day-to-day activities.

Major conclusions of the study were that Dade County Public Schools should be urged to devote more administrative attention to the Junior High Gifted Program, that the planning of curriculum for each program should be improved, that the number of visits by gifted students to the South Campus should be increased, and that more emphasis should be given to the recruitment of gifted students in the College Honors Program.

BACKGROUND

In 1980, Florida Governor Bob Graham requested and received legislation for a program aimed at providing advanced academic summer experiences for gifted high school students. The same year, the Dade County Public Schools (DCPS) and Miami-Dade Community College wrote a grant, which was subsequently funded, to provide a summer program for gifted students at the College's North Campus. In 1981, the South Campus received state funds for a Governor's Summer Program for Gifted Students. The main concern of the latter, and each summmer program since 1981, has been to provide cost-effective, quality academic offerings to as many gifted high school students from local public and private high schools as possible.

Evaluation and planning for the Governor's Summer Program for Gifted Students takes place at the South Campus each fall. Instructors are contacted, a program description prepared and reviewed, and the campus budget prepared. Typical program costs include payment for lecturers, laboratory assistants, and program coordinators.

A separate operating budget of approximately $10,000 is established by the South Campus for the Summer Program each fiscal year. This budget is supplemented from a grant funded each year by the State Legislature and awarded competitively. Coordinators for the Summer Program prepare an application for this grant that is submitted to the Bureau of Education for Exceptional Students of the Florida Department of Education's Division of Public Schools.

The South Campus Director of Honors, who is also the Emphasis on Excellence Coordinator, has been responsible for preparing these grant applications and coordinating distribution of collegewide grant monies, as well as for planning,

operating, and evaluating the South Campus program. Since 1982, a member of the South Campus faculty has received compensation for day-to-day management of the program, with the support of a paid student assistant.

The selection of academic offerings to be taught in the Summer Program is decided each year according to student needs, and availability of facilities and qualified faculty. Evaluation of the 1982 program resulted in cancellation of the courses in Business/Economics, Social Problems, Field Biology, Creative Writing, and Physics/History of Science. It was found that these interest areas, each involving two three-credit courses, were too demanding for both teachers and students. In the 1982 evaluation, students also requested more science and computer courses. As a result, Organic Chemistry and Microbiology were added in 1983, though computer courses were not added owing to the campus' limited computer facilities. Additionally in 1983, programs in Modern Journalism and Experimental Music were offered, as well as a theatre workshop.

The 1984 program included Organic and Biochemistry, Electronic Music Synthesis, Modern Mass Media, Assembly Language Progamming, and Advanced Public Speaking. The addition of the IBM Assembly Language course enhanced recruitment efforts due to the rapidly growing number of students interested in computers. The number of students accepted into the program increased from 64 in 1983 to 78 in 1984.

In 1985, the Governor's Summer Gifted Program for senior high school students will be offered during the six-week Summer Term, four days a week, four hours a day. Costs of the program continue to be borne by the South Campus, the Miami-Dade Community College Foundation, and the grant that is received from the state each year. The plan for 1985 is to continue offering IBM Assembly Language, Organic and Biochemistry, and Journalism. Electronic Music Synthesis and Advanced Public Speaking courses will be dropped, and Creative Writing,

Physical Geology, Science, the Ascent of Man, and Russian Studies will be added.

Junior High School Gifted Program

Early in 1980 the South Campus was asked by the Dade County Public Schools (DCPS) South Area District Office of the Program for Exceptional Students to host monthly, year-round visits by approximately 450 students enrolled in programs serving a number of junior high schools throughout its service area. These visits were intended to strengthen the program by allowing its students to draw on the physical facilities and educational resources available at the South Campus.

The South Campus allowed these junior high gifted students access to its audio-visual, library, and other resources. In addition, the campus made the commitment to offer monthly educational experiences to supplement and enhance the education of these students. Providing a quality program for this diverse population of seventh, eighth, and ninth-grade students, with a multitude of developmental, academic, and intellectual differences, has posed a unique challenge for the South Campus.

The Junior High School Gifted Program started in 1980 with appointment of a campus coordinator to work with an administrator from the DCPS's South Area Program for Exceptional Students. The coordinator arranged for classrooms and recruited faculty. Arrangements were made for students to use the library and audio-visual center. The DCPS representative was responsible for scheduling daily activities. Student were bused to the South Campus from 14 area junior high schools, four days per month, six months each year. The nearly 100 students who participated in 1980 were on campus between 8:30 a.m. and 2:30 p.m.

Problems began to surface immediately in maintaining discipline. To remedy this situation, a person was hired, in the fall of 1981, to direct both the

College Honors Program and the Public School On-Campus Programs. Following communication between the Director of Public School Programs and the Coordinator of the Dade County Public Schools Exceptional Students Program, a new curriculum for the Junior High Gifted Program was designed and initiated. Students were asked to choose a subject and remain with the same instructor for six months. DCPS agreed to pay each College instructor $13.00 per hour. A workshop was held to discuss the new curriculum and student-faculty relations, as well as the need for discipline. It was decided to limit class size to 15-20. Classes in computer programming were added, and arrangements were made to allow students to borrow books from the library. Emphasis was placed on increased communication between the DCPS and the South Campus, so as to recognize and solve problems as they occurred.

The program expanded in 1982-83 with additional students bused from the DCPS South Central District, increasing participation to 600. Eighteen courses were offered, and professors from outside the College taught in the program for the first time, in areas such as law, humanities, and advanced computers. An end-of-the-year showcase was arranged by the Junior High Gifted Program, to which parents and the community were invited. Using South Campus facilities, students exhibited what they had accomplished in the various courses and participated in a "Mind Marathon."

While the growth of the program during its first two years was very encouraging, a problem related to the lack of available classrooms and instructors surfaced. This problem was solved when the South Central Area moved its students to Florida International University, and the South Area divided the student visits from the 14 area junior high schools so that no more than 80 were on campus at a time, reducing needed classrooms to four.

In 1983, the DCPS requested classes to help students prepare to enter an

"Olympics of the Mind," in place of the Mind Marathon, to be held at the South Campus at the end of the academic year. Another change was that each class was to meet for three instead of six months, to accomodate schedules of instructors, and to benefit students by allowing them to choose more than one class to prepare for the Oympics.

That same year, a summer program for students enrolled in the South Area Junior High Gifted Program was started. The chairperson for the South Area Resource Program for Gifted Students organized and administered the program, with the South Campus Director of Honors acting as campus liaison, and responsible for admission and registration of students in College courses. Approximately 80 students in grades 7, 8, and 9 were bused to the campus four days a week during the Summer Term. Eighth and ninth graders were allowed to enroll for credit in one of three College courses: Introduction to Basic Computer Language (COP 1170), Beginning Drawing (ART 1000), and Architectural Drawing (ARC 1120). Tuition was paid by the Miami-Dade Foundation. By the following year, the summer program was serving 110 junior high gifted students.

Owing again to the lack of classrooms, the year-round Junior High Gifted Program was canceled for the 1984-85 year. It is anticipated that classroom space at the South Campus will be increased in 1985-86 and that the program will resume. The Olympics of the Mind will still be hosted by the South Campus in May 1985. Gifted students entering grades 7, 8, and 9 will again be offered a summer program in 1985. The Director of Honors will be responsible for finding rooms and other facilities, scheduling courses, and implementing College policy regarding admission and registration of these students. Dade County Public Schools is responsible for screening students and for day-to-day operations. The faculty coordinator for the Governor's Summer Gifted Program handles the paperwork involved.

HOW THE STUDY WAS CONDUCTED

Planning Phase

The South Campus Self-Study Coordination Committee included the Public School On-Campus Programs among the eight Opportunities for Individual Achievement (OIA) studies, feeling that an evaluation of the effectiveness of these programs, and of their impact on their students and on the campus, was particularly timely.

The investigating subcommittee of four members defined its task with the guidance of the OIA Committee chairperson. Following the committee's initial meeting in April 1984, the subcommittee gathered available material on the programs to be assesed, defined evaluation goals, and began to formulate survey questions and instruments.

Evaluation Goals

To give the study direction and order, its principal evaluation questions were defined under the following headings:

Value of Programs. Is a need for programs for gifted junior and senior high school student being met? Is the South Campus fulfilling its basic mission and goals in providing high quality programs for gifted students? Do students within the programs feel they are worthwhile? Would students and faculty recommend that the programs be continued?

Awareness. Are the Governor's Summer Gifted Program and the Junior High Gifted Programs made known to potential students by their high school advisors and teachers (who must be familiar with the programs and able to assist students in completing and submitting proper forms and letters of recommendations)? (To

evaluate the need for increased cooperation in recruiting students by high school personnel, participants were also asked how well informed they felt their high school counselors and teachers were regarding the gifted programs.)

Quality of Curriculum and Instruction. Are the courses taught appropriate to student needs and interests? What is the quality of instruction? Do students perceive the courses as truly challenging?

Accessibility of Program Offerings. Do gifted students feel they receive the kind of program they were led to expect? (The study endeavored to gauge the success the programs were having in placing gifted students in programs tailored to their interests.)

Program Administration. Are campus administrators responsive to the needs of students? Is the program well organized? Are facilities adequate? (Administrators and instructors were interviewed to gain their insights on and reactions to program administration.)

Benefit. Are the programs offering a choice of activities and curriculum not available in the high schools or junior high schools of Dade County? (Evaluation of this issue involved determining whether the topics, types of experiences, and resources differed from those offered in the public schools.)

Research Design

The history of the development of the two target programs was reconstructed by review of extensive information which included planning documents, memoranda, brochures, grant proposals, and evaluations written by faculty and students. A survey containing both objective and open-ended questions was sent to homes of participants in both programs. Questions were designed to determine overall

value of the programs and to evaluate their organization and benefits. Survey respondents were also asked for comments, suggestions, or recommendations on any aspect of the programs.

Questions concerning awareness of the gifted programs among the general student body at the South Campus were also included on the Opportunities for Individual Achievement student survey, administered in classes to nearly 300 South Campus students.

The directors of the DCPS South Area program for gifted students, the South Campus Director of Honors, and most of the instructors from the junior high gifted programs were interviewed. These persons were asked their opinions of the programs' strengths and weaknesses, and for any suggestions or recommendations.

Data Collection

Of the 165 surveys mailed to the homes of the gifted program participants, 57 (35%) were returned and analyzed. The South Campus student survey, containing questions contributed by all eight subcommittees of the Opportunities for Individual Achievement Committee, was processed by the Office of Institutional Research with results pertaining to the Public School On-Campus Programs provided to the study group. Interviews with program administrators and faculty were summarized by subcommittee members.

RESULTS AND CONCLUSIONS

Results of Student Surveys

Thirty of the 57 respondents (52%) to the participant's survey were students who had participated in the Governor's Summer Program. In addition, 13 junior high gifted students, and 14 who had enrolled in both summer programs, returned questionnaires. The results from the participants' survey, as related to the study's evaluation goals, were as follows.

Value of Programs. To determine whether students considered the gifted programs beneficial, four questions pertaining to the worth of the program were asked. These were answerable on a scale of 1-4, with "strongly agree" being 1 and "strongly disagree" being 4. The fifth response was "not sure/unable to answer."

The first question asked for a response to the statement: "As a result of my experience in attending or participating in Miami-Dade sponsored programs or courses, I would consider enrolling in and completing my first two years of college at Miami-Dade." The average score for the 57 respondents was 3.50--or halfway between "disagree" and "strongly disagree." These data suggest that participating in either the Governor's Gifted or Junior High Gifted programs does not motivate students to enroll at Miami-Dade Community College. Though data from other survey questions indicated that students' views toward the programs were highly positive, and that they felt that the programs were needed, students planned to attend other institutions to begin their college educations. The South Campus Director of Honors indicated that records showed that not more than 20 of 400 students (5%) enrolled in the South Area gifted program and participating in the school year program would enroll at the South Campus.

It can be concluded from these data that the Governor's Gifted and Junior

High Gifted Programs are bringing a large number of students to the South Campus, but that those students are not being persuaded to attend the campus upon completion of high school. Interviews with students in the program suggest that parents of gifted students wish their children to continue their education at prestigious four-year universities, and have the resources to allow them to do so.

It was found that students who participated in the Junior High Gifted Summer Program responded most favorably to the statement, "I would recommend that programs for gifted high school students be continued." The average score for this question was 1.15 for those who had participated only in the Junior High Gifted, and 1.03 for those who had taken part in the Governor's Gifted Program. Favorable response was also received to the statement, "The opportunity to interact with students of similar interests and abilities increased the value of this program." Responses averaged 1.38. Response was also positive to the statement, "I would recommend that students with similar interests and abilities participate in the program," with an average of 1.75, providing further proof that students considered the program worth continuing.

Benefits. Students surveyed in the gifted programs were asked if the topics of study, types of learning experiences, and resources available to them were different from those of the high schools, or at the level they had expected upon entering the program. Since the College has excellent resources for providing programs to students with exceptional thinking and learning abilities, one such question sought to determine whether the South Campus was using these resources to best advantage in its programs for gifted students. Responses were favorable, the average response to this question being 1.45. Students enrolled in the Junior High Gifted Summer Program responded least positively of the three groups, with a rating of 1.92. Students who were enrolled only in the

Governor's Gifted Program responded with a 1.30 average score.

Program Quality. Two statements regarding quality were included on the participants survey: "The quality of instruction received was what I considered to be college-level instruction"; and "The instruction I received in this program was far more challenging and complex than instruction offered in my high school."

Responses received to the first statement averaged 1.85, with Junior High Gifted students averaging 2.0 and Governor's Gifted students 1.87. As to whether the instruction received in the program was far more challenging than that in high school, Junior High Gifted participants answered with a 1.85 average score, Governor's Gifted students with a 1.56 average response. These scores strongly indicate that students feel they are receiving the benefits of quality instruction and challenging curriculum through participation in the programs at South Campus.

Program Admininstration. A statement on the participant's survey which pertained to administration of the program was: "The process of applying to the program and registering for classes was well organized." The overall rating for this statement was a 2.12, between "agree" and "disagree," indicating room for improvement in this area. The application and registration process for the programs is a small but important facet of their overall operations. The evidence suggests that processing paperwork needs to be made smoother.

Program Awareness. During the course of the study, the Director of the Honors Program suggested to the subcommittee that public school counselors and teachers were not helping to recruit students to the extent expected. To test this perception the survey asked students for agreement or disagreement on the statement that "My high school counselors and advisors were well informed about

policies and procedures regarding special programs for gifted students." Responses averaged 2.30, the second-highest (i.e., second most negative) score for any statement on the survey. This result suggests that high school personnel are not well informed about the gifted programs.

Reviewing student evaluations from the past four years, the subcommittee also found that students consistently suggested that participation in the programs could be improved by better publicity. The subcommittee learned that a major reason that high school teachers were not well informed was that, for the previous four years, the College had not received the state's grant proposals until March. After submitting grant applications, acceptance or rejection was not received until late April. Students were asked to apply to the programs by May 30th, and they began at the end of June, not allowing sufficient time to publicize them. In 1984-1985, however, the South Campus publicity was planned in advanced and ready for dissemination in late January. This measure, along with early visits to high schools by faculty involved in the programs, should greatly aid in the recruitment of students into the programs.

Accessibility and Selection of Students. The degree to which students were being appropriately selected for gifted programs was also evaluated. Students were asked to respond to the statement, "The academic experiences were a good match and a challenge to my abilities." Responses averaged 1.51. This score would indicate that students felt that their abilities were well suited to the programs to which they applied and were accepted. The selection process included reviewing letters of recommendation, transcripts, group interviews and, in some cases, a pretest.

Written comments received from students and professors confirmed the appropriate selection of students in courses according to ability, maturity, and interest. The only negative comments related to having to wait while an

instructor reviewed fundamentals (IBM Assembler Language), to courses that were unexpectedly fast-paced (Organic and Microbiology), and to not being sufficiently challenged in a class (Journalism). These remarks serve to remind program administrators and instructors of the caliber of the students for which the programs are designed. Adequate screening is a very important part of this process. Most students selected for the programs appear to have been challenged by them.

Suggestions and Comments from Students. The final item on the Public School On-Campus Programs student survey asked for comments, suggestions, or recommendations concerning any aspect of the Junior High Gifted or Governor's Gifted Programs. Representative comments included the following:

- I took the Junior High Gifted Program for two years, one year without credit and one year with credit. I enjoyed the course that I took, Beginning Computers, very much. The class was challenging as well as fun. I suggest you keep this kind of program going.
- I really enjoyed the architecture course.
- This program has given me a chance to take courses which are not available in the school I am attending and to attempt new areas of interest. Generally, the program was a success for me.
- The Governor's Summer Program in Organic and Biochemistry is great! I loved it! I learned a lot. I have an idea of what college-level studying is all about. I enjoyed it.
- I greatly enjoyed the Biochemistry class, but I would like a greater range of topics to choose from, like the Oceanography class at the North Campus. Teachers at the South Campus are great. The Biochemistry class was very informative and the labs were very good also because of the amount of trust the faculty had for the students.
- The Governor's Program should be expanded to include more purely academic subjects.

Several students suggested most classes should be conducted year-round and

in the evenings. Courses which students recommended for inclusion in the program were: Anatomy, General Chemistry, Marine Biology, Physics, Philosophy, Art, Law, Sociology, Anthropology, Archaeology, Calculus and Microprocessor Architecture.

A review of the student evaluation questionnaires administered each year to students in the Governor's Gifted Program indicated that these students consistently rated the program high in quality. Chemistry students enjoyed the fact that they could hear lectures in the morning and perform experiments in the afternoon. Students in the IBM Assembly Language program said they found the course a creative problem-solving process, and wanted less lecture and more lab time.

Students also commented on areas which needed improvement. Music students noted lack of time in laboratories with proper equipment. Students in the mass media course mentioned that their classes were stimulating and that they enjoyed the chance to write, but that they were displeased by the amount of time spent in afternoons typesetting and laying our newsletters for the program. Some students felt that some of the time spent in lecture could be reduced.

Students also submitted numerous comments regarding the quality of South Campus facilities. Most were favorably impressed with the facilities and the opportunities that the programs afforded to work with computers, copysetting equipment, and laboratories. Some students in the Experimental Music course commented that they needed more equipment to work with. "I was enrolled in the Electronic Music Synthesis class," said one student. "The only flaw and disadvantage I found with this class was the limited amount of equipment available for the student to use." Another student commented, "The music department needs high-quality equipment, especially in the studio, to match its teachers."

Another dimension of the Governor's Gifted Program that students mentioned as adding to the richness of the curriculum was that the program encouraged instructors to invite speakers to participate in various classes. Students noted that these speakers were interesting and added to the content of the courses by presenting new information or different points of views.

The study also found that students appreciated that classes were small. The average class size was around 22. They also commented favorably on the individual attention and one-on-one instruction they received and were impressed with the quality and teaching ability of their instructors.

Responses from Instructors

A brief survey was sent to instructors involved in the gifted programs, asking for their comments and suggestions on the strengths, weaknesses, and future directions of the programs. Opinions received from South Campus faculty who taught in the Junior High Summer Program indicated that they recognized that the worth of the program depended on the subject and the teacher. One professor commented that the program was "viable, provided the topics chosen are of sufficient interest to the class." This comment reflected faculty consensus that the programs were worthwhile if the subjects and instructors were chosen carefully.

Comments from Junior High Gifted faculty also indicated that the commitment and ability of teachers to communicate with students varied greatly from school to school, and consequently student attitudes toward the program varied from positive to negative. The Director of the Public School Programs also confirmed this impression that the quality of gifted programs varied greatly from school to school. Students from schools such as Arvida and Palmetto Junior High Schools had large, well-run programs, whose students seemed to make better use

of South Campus facilities. Their teachers met more frequently with South Campus faculty than those from schools with smaller programs.

Several faculty reported that they were unsure of the level of curriculum requested of them by the Dade County Public Schools. Some professors indicated that, over the years, students seemed to lose motivation and did not prepare for classes. They seemed unsure why they were at the South Campus. The Director of the Public School Programs also noted that, because students are bused in for the day, they are confined to the campus for five hours, and have much free time outside of class, accounting for discipline problems. The Director attributed such problems to the fact that these students are not yet mature enough to work independently and require far more supervision than older students.

Regarding the quality of the students, one instructor noted that his group "had trouble paying attention to work, seldom completed assignments, and the majority of work was done by a minority of students." Another commented, "the quality of motivation of the students has decreased substantially. While there are a few rewarding bright spots, the attitude and performance of most of my students this year were very poor." Another instructor suggested that there be "more emphasis on homework, with supervision by home-school faculty with full attention to deadlines necessary, especially when some classes only meet monthly. Of course, meeting more often would be an answer."

The study found that problems with discipline were the most frequent complaint from all involved with the Junior High Gifted Program. Far fewer complaints were received about the Junior High Summer Program, which has a full complement of teachers hand-picked for the program and an administrator present at all times.

General Conclusions

In the course of research on the Public School On-Campus Programs, it was found that several South Campus librarians had expressed reservations about the junior high school year-round gifted program. Problems seemed to occur when school-year students were allowed to use the library without adequate supervision. It then became the responsibility of the librarians to control traffic and noise. Eventually, an agreement was reached between the department chairman of the Gifted Program and the librarians. Only 15 gifted students were permitted to use the library at a time, with supervision. The general view of librarians toward the program seems to be that, given an assignment and adequate supervision, the students are a delight to work with. When not supervised and when the library is used as a conference or social center rather than a research and studying facility, the students required far more personnel and energy to supervise, and made it difficult for South Campus students to use the library.

The study concluded that, although the school-year junior high school program is viewed as very worthwhile by the gifted students, and is favorably viewed by the instructors in the program, the program is only worthwhile when the Dade County Public Schools and South Campus cooperatively plan the use of the campus, and, especially, see to the careful supervision of the students. The worth of the program to these students depends greatly on the quality of the faculty that the DCPS and South Campus assigned to the program.

The subcommittee contacted some parents of junior high gifted students enrolled in the summer program, and found them to be highly enthusiastic about the program. It was often the parents of junior high gifted students who approached the Honors Director and DCPS director of the program, as well as South Campus instructors, with the request that courses be offered to their children for credit. The parents were impressed with the ability of the

instructors and the campus to respond to their children's needs. Several parents also reported that students who had participated in both the Junior High Summer Program and the Governor's Gifted Program were applying their programming knowledge during the 1984-85 school year to special projects sponsored by the University of Miami and other institutions.

Based on the overall positive reaction of the junior high school gifted students and the comments of their parents, it was concluded that the South Campus offered opportunities that were sufficiently different from those available at local schools to warrant continuing to offer the program.

The subcommittee found that discipline problems often resulted from poor planning or inappropriate teaching methods. Occasionally, instructors would use a technique such as extensive lecturing, without allowing discussion, group activity, or group application. It was reported that in 1982 and 1983 no workshops or training sessions were held for new instructors. Many new instructors met with the South Area Director, but this was not sufficient to orient them to teaching responsibilities for their new students. Thus the study found that the quality of the school-year Junior High Gifted Program would be improved by expanded orientation of instructors.

Another finding was that improved coordination and follow-up are needed between South Campus instructors and the gifted resource teachers who accompany the students, as well as direct supervision of these teachers by an administrator from the South Area office. Of particular importance are provision of chaperones to accompany students on the campus, and close attention to all aspects of the program by responsible DCPS authorities. The quality of the administration of the gifted programs is a major factor in the ability of the South Campus to provide a stimulating program for gifted students. Administration of these programs involves a myriad of time-consuming activities

by the South Campus Directors of Honors, including planning, evaluation, coordinating between DCPS and Miami-Dade, and registration of students.

Many signs were found that the quality of curriculum for Governor's Gifted students met the criteria for the curriculum for gifted students. It was clear that the directors of the program and gifted resource teachers were knowledgeable regarding education of gifted students and were able to implement the philosophy of the program, resulting in a blend of "hands-on" experience and application with theory and college-level instruction. Increased participation by the South Area department could ease this burden.

RECOMMENDATIONS AND PROJECTIONS

While examining the research findings and formulating its recommendations, the subcommittee kept in mind the special nature and needs of gifted students and the importance of serving these students at the South Campus. Gifted students demonstrate high intelligence, a love of learning, creativity and persistence. They have unique learning needs and often do best when grouped with students of similar abilities. Instructors of gifted students must prepare special course content designed to teach higher-level thinking skills, and allow students to explore material in-depth. The study subcommittee concluded that the South Campus faculty is fortunate to have the opportunity and challenge of teaching these exceptional students.

Recommention 1: A comprehensive South Campus plan should be developed with Dade County Public Schools for the education of gifted students. The plan should be based on principles of gifted education that will guide the development and implementation of programs at the South Campus and should take note of the needed improvements identified throughout this study.

The Junior High Gifted Program and the Governor's Gifted Program both respond to the needs of these special students and provide experiences of high quality. To further enhance these programs, a joint task force of appropriate Miami-Dade and Dade County Public Schools personnel should develop a comprehensive gifted education plan, including guidelines for curriculum development, teacher and instructor selection and compensation, facilities management, and program evaluation, with clear delineation of responsibilities and participation by each party. This task force should be appointed and its work completed within the 1985-86 academic year.

Recommendation 2: To offer the opportunity for a larger group of students to participate in the gifted programs, a special marketing program should be developed.

As the results of the study indicated, there are junior and senior high teachers and counselors who are not aware of all the facets of the gifted programs. Through a concentrated marketing program, more students and parents will become aware of the programs, and thus a greater number of students will have the opportunity to participate in these very beneficial programs.

SOUTH CAMPUS STUDIES SUMMARY

For its part of the 1984 Miami-Dade's non-traditional 1984 Institutional Self-Study, the South Campus of Miami-Dade COmmunity College chose to evaluate three areas of interest--the South Campus Computer Based Programs; the Outreach Program; and Opportunities for Individual Achievement, a collection of 8 studies assessing Campus programs which not only challenge students in a variety of ways, but which also offer intellectual opportunities to the community as well. For the South Campus this is a timely circumstance. Since rapid changes are taking place in higher education, it is encumbent on Dade South to assess its mission to the area it serves and to clarify the direction it is taking to help meet the challenges facing the southwestern Dade County community. The results of the Campus Self-Study are largely affirmative, and in general it can be said tha the South Campus is making a significant contribution to the progress being made in the area. For example, the Computer-Based Programs study found overwhelming support from students for the quality of its computer-based education. Of 360 students 87% said they would recommend the South Campus as a good place to learn about computers. And the success of the program is further attested to by the large numbers of people enrolling in computer-based classes. In fact, a recommendation emerging from the study was that the South Campus should consider expanding its computer-based offerings, both on and off campus.

The Outreach program study also found overwhelming support for the services being extended to those unable to attend classes on campus. In order to limit the extent of this study, the Outreach program committee limited itself to the credit classes offered off-campus by the Division of Extended Educational Services. The two locations under investigation were the W.R. Thomas Center in western Dade County, and Homestead Air Force Base Center, located in southern

Dade County. Both of these centers seem to be operating in an exemplary fashion with the study's principal recommendation being that the Campus consider expanding its services, particularly in such auxiliary areas as the library and Student Services.

The Opportunities for Individual Achievement Study was designed to investigate those activities of the South Campus which challenge students in all areas of endeavor, not only academically, but physically, socially, and culturally as well. The 8 programs included in this study were the Academic Honors Program; Intercollegiate Athletics; the Creative and Performing Arts Programs; the Distinguished Visiting Professor Series; the Overseas Travel and Study Program; Selected Academic Programs for Superior and Talented Students; Professional Excellence and Faculty Achievement; and Public Schools On-Campus Programs.

Because of the variety of the programs under consideration in the OIA Study, it is not possible to generalize about the results but it can be said that there is strong student and community support for these activities and that they are serving genuine community needs. In fact, a major conclusion reached in all these studies is that the South Campus needs to improve awareness on the part of students, faculty, and community members so that there can be greater participation.

In conclusion, the South Campus Self-Study provided information which should prove useful in helping the College continue its tradition of academic excellence and community involvement.

1984 SELF-STUDY

VOLUME 1 SUMMARY AND RECOMMENDATIONS

VOLUME 2 PRESCRIPTIVE EDUCATION

VOLUME 3 ACADEMIC POLICIES AND CURRICULUM REFORMS

VOLUME 4 STUDENT INFORMATION AND PREFORMANCE STANDARDS

VOLUME 5 NORTH CAMPUS STUDIES

VOLUME 6 SOUTH CAMPUS STUDIES

VOLUME 7 MITCHELL WOLFSON CAMPUS STUDY

VOLUME 8 MEDICAL CENTER CAMPUS STUDIES

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

AUGUST 30, 1985

MIAMI-DADE IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE AND DOES NOT DICRIMINATE ON THE BASIS OF HANDICAP.